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ABSTRACT

Analyzed are certain societal factors--political, demographic, financial, public relations, student profiles, and mission statements as they have influenced the growth of Castleton State College since becoming a member of the Vermont State College system in 1961. Data for the study were gathered from a literature review of one of the daily newspapers in the area, an analysis of relevant institutional materials, and interviews with several key Castleton faculty. Appendices contain letters, notes, interview questions, an institutional goals inventory, and a service delivery plan for Castleton State College. It is concluded that there is a lack of support for Castleton State College by either the governor or some other administrative organization for capital outlay projected from 1979-1988 for the Vermont State Colleges. It is reported that Castleton, with the greatest student population, is planned to receive the least aid of all the campus-based state colleges. It is recommended that the Vermont State Colleges Board of Trustees, the Governor's office, state legislators, and the general public must be made aware of the uniqueness of Castleton State College in its role of providing higher education for the state and, in particular, for southern Vermont. A bibliography is provided. (LC)

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A STUDY OF SOCIETAL FACTORS INFLUENCING THE GROWTH OF CASTLETON STATE COLLEGE: IMPLICATIONS FOR FUTURE TRENDS

SOCIETAL FACTORS

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VERMONT CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL
FULFILLMENT OF REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF EDUCATION

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MARCH, 1979

A STUDY OF SOCIETAL FACTORS INFLUENCING THE GROWTH OF CASTLETON STATE COLLEGE: IMPLICATIONS FOR FUTURE TRENDS

by
Robert F. Forest

SOCIETAL FACTORS VERMONT CLUSTER

ABSTRACT

For the last several years Castleton State College has continued to grow and expand due to the increasing higher educational service needs and requests for increased numbers of program offerings by communities and agencies in southern Vermont. It has been the expressed concern of the President of Castleton State College, Donald Wilson, and some faculty members that because of the recent developments in the area of certain societal factors, such as politics, financial problems, student profile, outreach programs, demographic and higher educational organizations within the state, there has been increasing pressure applied to Castleton by the Governor's office and certain members of the legislature, to cut back the institution's attempts to provide higher educational services to the southern part of Vermont. It was the purpose of this practicum to show how these societal factors have hindered and frustrated Castleton's attempt to provide these higher educational services to the southern part of the state and how these factors will continue to do so in the future unless certain steps are taken to counter balance these negative factors.

The results of the practicum that included a study of the pertinent research, a review of one of the daily newspapers in the area, an analysis of relevant institutional materials and interviews with several key Castleton

faculty has shown the logic and basis for Castleton's continued efforts to meet the service needs of the communities located in southern Vermont. The written material and recommendations for the future have been submitted to the college administration and may provide a basis for future policy decisions that deal with the topic services to southern Vermont.

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I. INTRODUCTION

The purpose of this practicum will be to analyze certain societal factors; political, demographic, financial, public relations, student profile, and mission statements as they have influenced the growth of Castleton State College, since becoming a member of the Vermont State College system in 1961. Once the critical societal factors have been analyzed, recommendations in dealing with future implications in terms of the college's continued growth and efforts to provide higher educational services in Southern Vermont will be submitted to the president of Castleton State College, Dr. Donald Wilson.

In a recent letter on February 1979, to faculty, administration and staff, President Wilson described the importance of Castleton's providing higher educational services to Southern Vermont.

> When questions of higher educational service delivery are addressed by the Board it is hoped that they will consider whether or not they really want open access. This college has made it clear that we cannot increase our current extension of service and maintain any semblance of quality or respectability. We are going to need additional funding help with remediation. We must have additional funding help if new outreach centers are to be established in Southern Vermont.
>
> The potential for Castleton's contribution to the people of Southern Vermont is significant. Whether or not Castleton performs to her potential or whether or not the people of Southern Vermont receive the higher educational services they need are not decisions the college can make alone. The Board and Legislature must take these decisions and be committed to the decisions. The college must point out the alternatives.[1]

It became obvious that much of the college's future growth and development will depend upon the ability of the institution to present its case in servicing the southern part of the state to the public and various influential groups.

The practicum analyzed critical societal factors influencing higher educational services of Castleton State College for Southern Vermont (ie. demographic, political, financial, student profile, public relations, service mission) through local newspaper articles, examination of pertinent institutional data and personal interviewing with key figures in the college's past and present efforts to provide services to the southern counties. Recommendations dealing with those societal problems that frustrated the service efforts of the institution were developed and submitted to President Wilson.

II. BACKGROUND AND SIGNIFICANCE

Castleton State College is a small liberal arts college of 1350 students located in western central Vermont and only twelve miles from the city of Rutland. The college offers a curriculum of Associate Degrees, Bachelor's Degrees and Masters of Education Degree level programs that include majors in Business Administration, Social Work, Psychology, Criminal Justice, Education, Physical Education, Music, Business Administration, the Fine Arts, Humanities, Natural and Applied Sciences, and Nursing. A full-time faculty of 100 men and women, a 14:1 student/faculty ratio, and an average class size of twenty-four students, help personalize the educational experience at Castleton State College.

Castleton State College was founded by the Vermont General Assembly on October 15, 1787, four years before the establishment of the University of Vermont. The Act read as follows:

> Be it enacted by the General Assembly of the State of Vermont:
>
> That the place for keeping a county grammar school, in and for Rutland County, shall be at the house commonly known by the name of the New School House, near Doctor William Woolcott's on said Castleton; provided that the county of Rutland shall not be at any cost or charge in completing, or repairing the same.[2]

The most recent act of the Vermont Legislature that has greatly influenced Castleton State College's growth the last eighteen years and has confined and limited the college's expansion within the last two years was the following Vermont Statute that established the Vermont State Colleges corporation in 1962.

> 2171. Corporation established; purposes; powers
>
> (a) There is hereby created as a part of the educational system of the state of Vermont a public corporation to be known as "Vermont State Colleges", which shall plan, supervise, administer and operate facilities for education above the high school level supported in whole or in substantial part with state funds; however, while the corporation shall maintain cooperative relations with the University of Vermont and State Agricultural College, nothing in this chapter shall give the corporation any responsibility for the planning, supervision, administration or operation of the University.
>
> (b) The corporation shall own the real and personal property of the Castleton, Johnson and Lyndon teachers colleges and the Vermont Agricultural and Technical Institute and of other state operated institutions of higher education may be established. It shall protect, preserve . . .
>
> . . . as to commencement of performance by the corporation of its obligation to supervise, administer and operate the institutions shall be as determined by the board of trustees but in no event later than July 1, 1962.[3]

The two previously presented pieces of legislation established the foundation on which the practicum problem evolved and some of the parameters which directed the analysis of the study.

The purpose of this study was to analyze certain societal factors; demography, public relations, politics, finances, mission statements and student profile that have influenced Castleton State College's growth and community service capability since 1961. After studying the critical factors impacting the institution's future ability to continue to grow and meet the higher educational service needs in southern Vermont, recommendations dealing with these problem areas will be developed and submitted to the president of the college at the end of the practicum. It was expected that these recommendations would provide a basis for developing a program of continued support for the growth of certain college programs and that specific administrative policies may evolve as a result.

For the last several years various pressures have discouraged Castleton's efforts to provide expanded services and programs to the southern part of the state. These state level influences, the Governor's office, certain legislators and Board of Trustees have conflicted with the continued and expanding requests and demands by various local agencies such as district superintendents of schools, area chambers of commerce, local industries, etc. . These conflicting conditions have put the administration at Castleton State College in a dilemma situation. In a meeting on January 18, 1979, President Donald Wilson indicated that the continued request for services within the confines of more rigid limitations of resources was one of the major problems that the institution faced. This concern was expressed earlier in President Wilson's Faculty Convocation Speech when he said, "We need to better serve the learning needs of people in Southern Vermont."[4] The inability of the college to provide these services tends to cause a negative public perception of the institution[5] and run contradictory to the stated mission of the institution.[6]

There was general agreement among Castleton State College faculty, union representatives and administration that there was a need for the institution to identify and clarify its changing role in higher education. The frequent reference by some Vermont residents to "Castleton Normal School" was evidence that the public had not kept up with the curricular and academic program changes at the college for the last two decades.

At the behest of the President's office, a study of the public image of Castleton State College was conducted and completed in 1978. The importance of this practicum topic was best seen in the study's background section.

> The college's current dilemma is a concern for its future role and development. There is a need to determine whether or not Castleton will be allowed to develop its full capacity to serve its community, Rutland County and Southern Vermont, and its state.[7]

Certainly some of the major social problems facing Castleton State College are the political-financial issues facing higher education throughout the nation. One specific case in Vermont of this situation was when Representative Timothy O'Connor, Dem.-Brattleboro, even though being a member of the minority party in the Vermont Legislature, while campaigning for Speaker of the General Assembly, he charged that the legislators should consider withdrawing all state support of the Vermont Community Colleges. He felt that the

Community Colleges appeared to be duplicating existing outreach programs already in operation by the other state colleges.

> He stated that, "There is just a question now of whether the Community Colleges system is necessary for Vermont. As I understand it, the Community Colleges were put in to fill a need. Now the State Colleges are doing the same thing. One or the other have to go. Vermont can't afford that kind of duplication. We're going to have to make more effective use of the money we do have", O'Connor stated and added that the Community Colleges are an example of that problem. "New programs, anything that is going to cost more money isn't going to go very far", he added.[8]

Immediately following O'Connor's re-election as Speaker of the General Assembly, he re-emphasized the fact that the Vermont State Colleges and the University may be pricing themselves out of the financial range of most Vermonters. He added that the 1979 Legislature will have to consider the possibility of cutting back some programs at the University of Vermont and possibly closing one of the State Colleges.[9]

Toffler in Future Shock argued that education in the future will have to prepare man to make critical judgements in increasingly complex environments. He argues that the primary mission of education will be to develop the student's ability to adapt to the constant and continuing changes of the future.[10]

In a study by Wesolowski (1974) regarding the population influence on the growth and development of Polk Community College in Polk County, Florida, he found that the area being served would double in population by 1980 and result in greatly increased demands on the institution. This data base led to his recommending that the college facilities be expanded and that a long range plan be established that would provide for off-campus centers throughout the geographical area.[11]

The Vermont State Planning Office in 1975 projected the following population data for the southern Vermont counties that will have a major influence on the growth and development of Castleton State College in the future.

TABLE 1

VERMONT POPULATION PROJECTION[12]

	1970	1980	INCREASE	1990	INCREASE
Vermont	444,732	515,172	70,440	588,946	73,774
Southern Counties	(Castleton State College Service Area)				
Rutland	52,637	60,008	7,371	67,552	7,544
Addison	24,266	29,246	4,980	34,306	5,060
Bennington	29,282	34,275	4,993	39,377	5,102
Windsor	44,082	47,014	2,932	50,372	3,358
Windham	33,476	38,076	4,600	42,793	4,717
	182,743	208,619	25,876	234,400	25,781

It is the stated objective of Castleton State College to extend its services to the surrounding geographical community. These specific missions involve the following:

1. to further expand and develop the quality and number of offerings at the Rutland Center of Castleton State College.
2. to further expand and develop the quality and number of offerings at the Middlebury Center of Castleton State College.

3. to develop specific plans to provide needed instructional services to the rest of the state's southern communities.[11]

The continuing demands of the local community on Castleton State College to provide needed services can recently be evidenced by the Rutland City area's request for the establishment of a graduate MBA (Masters in Business Administration).

In a letter to President Wilson, Robert Schill, Vice President of the Central Vermont Public Service Corporation, emphasizing this need in a letter that reads:

> The need is evident. At present, there is no competition for an MBA program. Although UVM has a very good program, they are not interested in expanding into the Central Vermont area. I know this because personnel at my company have tried to interest UVM in an MBA offering in Rutland.
>
> The program will strengthen Castleton. In the long run, the various publics to whom Castleton is responsible - students, faculty and community - will respond positively to the MBA program. (See Appendix A, page 109.)

Although this MBA was developed and met the long range planning guidelines of Castleton State College, it was, in fact, never considered. At the November 8, 1977 Vermont State College Board of Trustees' Meeting, there was an early vote to hold all programs at the Vermont State Colleges. Since this vote was strongly supported by the Trustees, it was the decision of the Castleton State College administration not to present their MBA proposal that would be a response to the service request of the Rutland City area. At this time the MBA proposal remains at the same stage of development despite the fact that continued support and requests multiply from the community.

One of the major problems confronting Vermont higher education has been the complete lack of any state agency or committee to coordinate its services and programs. Riller and Corbally suggested several areas of recommendations for future improvement of relationships between various colleges and universities.

1. Establishment of a formal structure for coordination between public higher education institutions in each state.
2. Future research should be comprehensive in nature and include all education; kindergarten through higher education.
3. In the future; when new institutions are created they should not be put under the control of older existing institutions.
4. Colleges of the future should involve other types of organizations and associations in developing sequential curriculum programs.
5. Colleges need to take a leadership role in addressing some of the major social problems facing public education.
6. Higher education institutions need to develop faculty and service functions that meet the demands of the community while increasing the quality of teaching and enriching them through research grants.
7. Colleges should develop service functioning with and between their institutions.
8. All coordination efforts of instructional programs should not be interpreted as preventing innovative and creative efforts of any individual efforts.[14]

A major influence on college and university service can be found in The Land Grant College Act of 1862 that established with land from the federal government institutions that would be responsible for teaching agriculture and mechanical arts, but would also specifically not exclude other scientific and classical studies. Thus there appeared on the higher education scene the comprehensive university. For the first time in America the "comprehensive university" combined the typical academic disciplines, along with the contemporary subjects as well as the professional and career programs.[15]

No higher educational institution recognized the importance of research until 1876 when the Johns Hopkins Board of Trustees hired Daniel Gilman as president and accepted his recommendation that a research university be established in Baltimore.

If it is true, as many educators believe, that a higher educational institution cannot legitimately consider itself a university unless it undertakes a systematic means of research beyond that done by a few individual professors. This being the case, the first true American university appeared in 1876 when Johns Hopkins was founded.[16]

Schoenfeld states that one of the major modifications of the European concept of the university to that of the American university was the increase in importance of the "service university" which provided adult education programs and extension programs that tended to bring the campus to the people in the community. One of the other adjustments made in American universities was the development of graduate and professional programs that emphasized and applied scholarly, academic research to solve practical public problems.[17]

He argues that out of the adjustment to the American environment evolved the new university that was primarily a public institution which drew from the body politic as its spiritual basis practical problem solving for the citizenry that supported it.[18]

If, in fact, the university responds to the needs of the public it is a matter of considering the various public segments' needs when planning the institution's mission statements. In 1953 and 1954, the earlier outreach efforts by the University of Wisconsin provided dramatic support for the institution. When faced in 1953 with a major budget cut, a committee of faculty declared that the entire cut should be absorbed by the extension program. The uproar of the public was tremendous. Along with the protest letters and public meetings were statements by various representatives and senators that if the university extension centers were cut their political wrath would be felt. The president of the University of Wisconsin, in a statement to the faculty indicated that not only would the centers stay in the budget, but they would be increased the following year. It was made very clear that the community will respond positively with support to the university that provides services and is committed to a strong program of public service.[19]

The following map indicates the problems facing Vermont's public higher educational institutions' efforts to provide services for the complete state. Vermont Technical College, although a member of the State College system, is not included in the proposed spheres of influence, since it is a two year technical school and the only one in the state that provides certain specialized technical programs. It, therefore, draws its student population from the entire state. Of the remaining five public higher educational institutions, only Castleton State College is in a location to provide higher educational services to the southern section of Vermont. The Community Colleges, which is a non-campus based member of the State College system, meets some of the needs in the southern segment of the state, but because it tends to be associate degree or non-credit oriented, it can only meet a limited need in the local area.

The smaller blue circles, or primary spheres of influence, on the map indicate approximately a 45 mile radius around each of the public higher education institutions. Because this is the distance that is often accepted as a possible daily commuting distance, it can be logically assumed that much of the student population for each campus will have its main source from these inner blue circles.

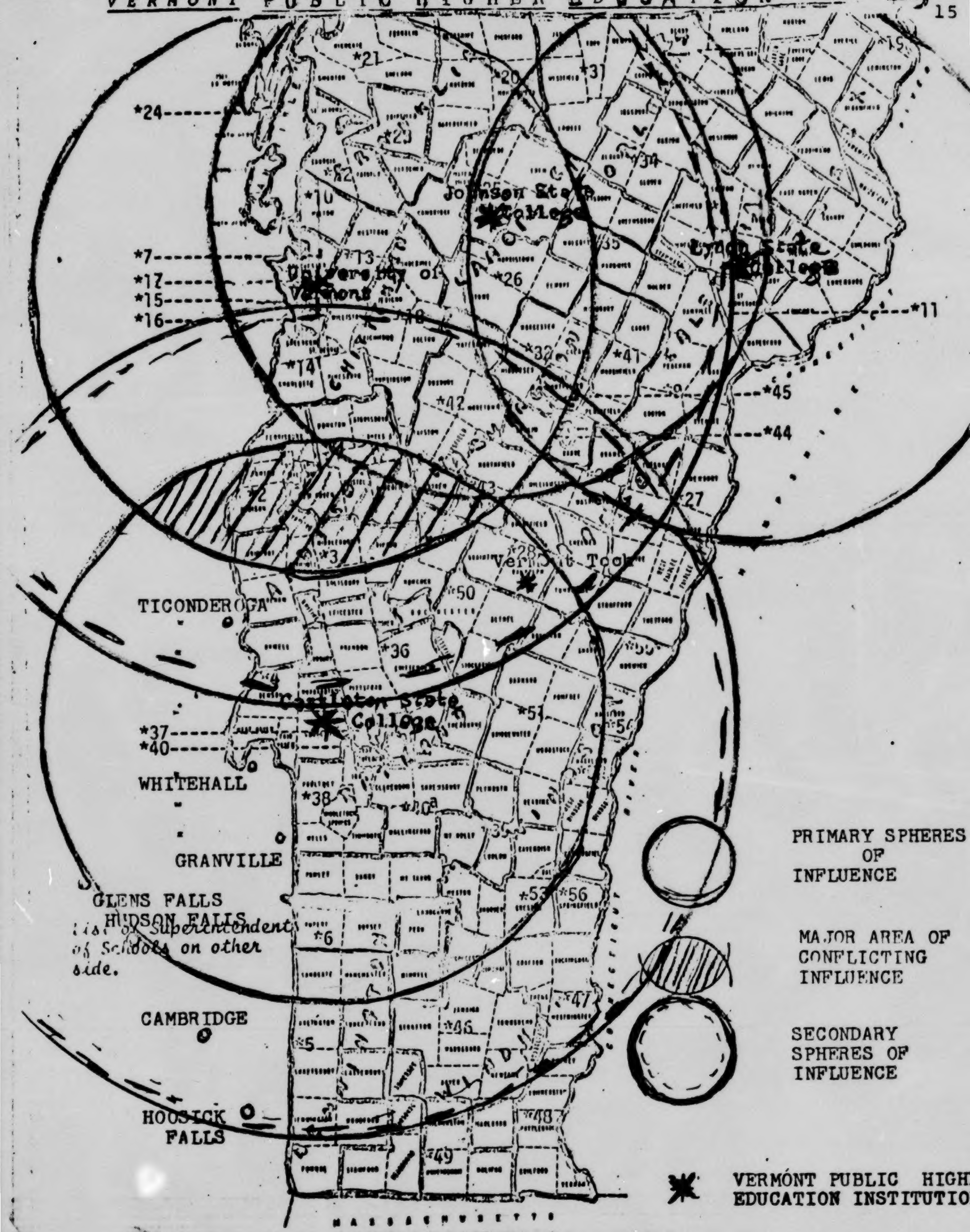
The outer red circles indicate what might be considered secondary spheres of influence. Although not within daily commuting distance of the campus, because of other factors residents consider the institution at the center as being of major influence in providing higher educational services in the area. This secondary sphere of influence is much more flexible than the previously described blue sphere of influence. It should be noted that only two of the institutions, Castleton State College and the University of Vermont

(UVM) have what would be considered secondary spheres. This is later explained in the results section of this paper, but let it suffice here to say that because of the great influence of the University, (political, economic and financial) the efforts of the other two northern state colleges, Johnson and Lyndon, have had any efforts at expansion successfully frustrated. It is important to note that all three northern institutions' primary spheres of influence overlap with each other. It then becomes obvious that problems might occur from this overlapping.

For the purposes of this practicum, it is important to note that the only primary area of conflicting influence for Castleton State College and UVM occurs in what is known as the Middlebury region. This possible conflict area becomes less important since Castleton has already established a successful off-campus center in Middlebury that has thrived and continues to grow. This has, for all intensive purposes, blunted the University's efforts in the Middlebury area.

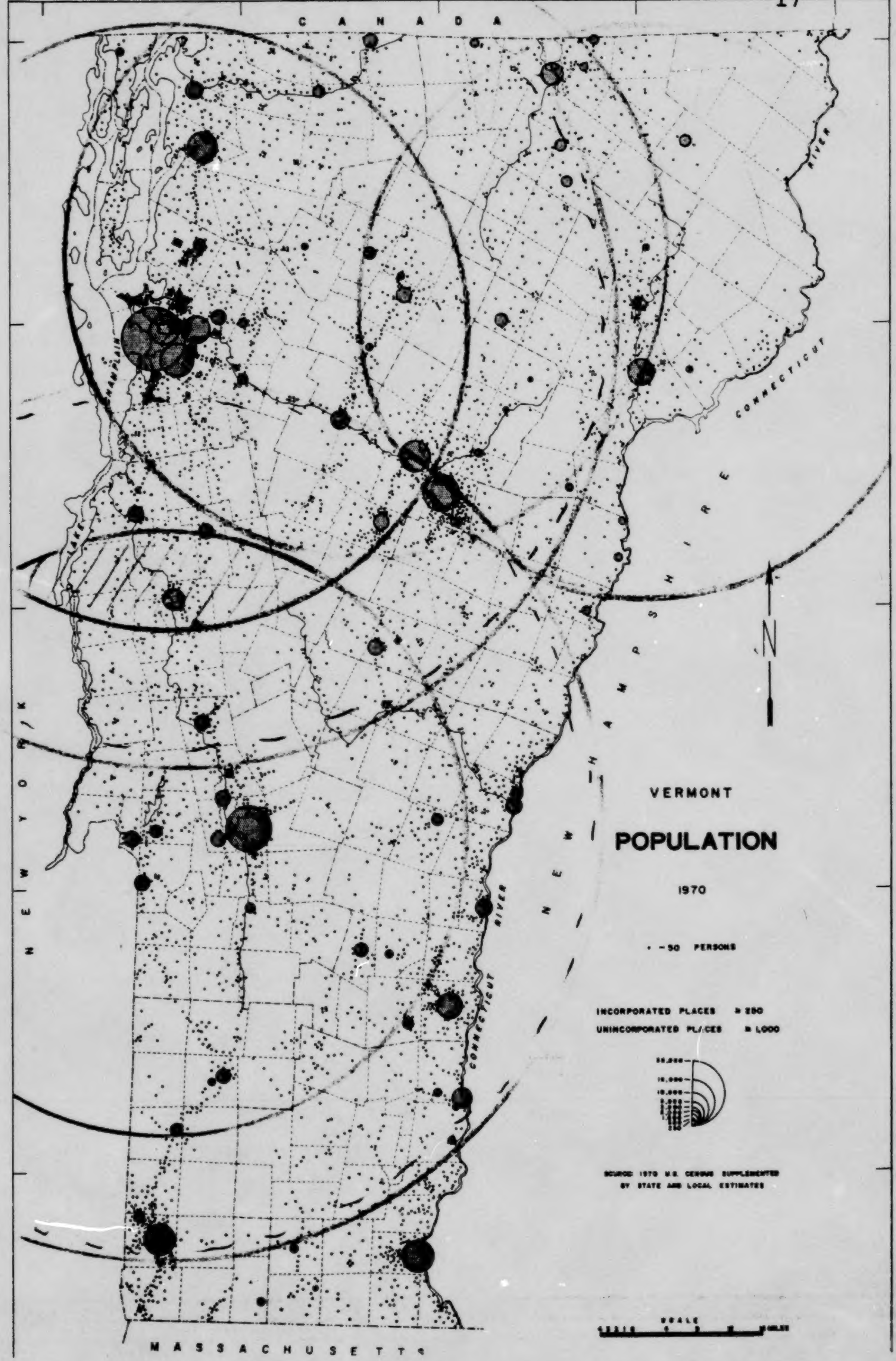
The other successful off-campus center established by Castleton has been in the city of Rutland. Rutland, the second largest city in Vermont, has strongly supported this center as meeting the needs of the community, in particular in the ever increasing number of business courses desired. However, there remain questions of future development of Castleton centers in Bennington and/or Brattleboro.

VERMONT PUBLIC HIGHER EDUCATION


*24
*21
*20
*31
*19
*23
*22
*34
*10
Johnson State College
*7
*13
*17
*15
*16
University of Vermont
*26
*35
Lyndon State College
*11
*18
*32
*41
*14
*42
*45
*44
*27
*3
*28
Vermont Tech
TICONDEROGA
*50
*36
*55
Castleton State College
*51
*54
*37
*40
WHITEHALL
*38
*40a
*39
GRANVILLE
*53
*56
GLENS FALLS
HUDSON FALLS
*6
*47
CAMBRIDGE
*46
*5
HOOSICK FALLS
*48
*49
MASSACHUSETTS
PRIMARY SPHERES OF INFLUENCE
MAJOR AREA OF CONFLICTING INFLUENCE
SECONDARY SPHERES OF INFLUENCE
VERMONT PUBLIC HIGHER EDUCATION INSTITUTIO

List of Superintendent of Schools on other side.

The following 1970 Vermont population map, developed by Dr. Edward J. Miles, of the geography department of the University of Vermont, graphically shows the population centers in Vermont. As previously mentioned in an earlier study, Rutland County is projected to grow from 52,637 in 1970, to 60,008 in 1980, and to 67,552 in 1990. During that same time period it is anticipated that the total state of Vermont population will grow from 444,732 in 1970, to 588,946 in 1990; including all the southern counties (Rutland, Addison, Bennington, Windsor and Windham) which had a population of 182,743 in 1970, to 234,400 in 1990.


CANADA
NEW YORK
MASSACHUSETTS
NEW HAMPSHIRE
LAKE CHAMPLAIN
CONNECTICUT RIVER
CONNECTICUT RIVER
N
VERMONT
POPULATION
1970
• - 50 PERSONS
INCORPORATED PLACES ≥ 250
UNINCORPORATED PLACES ≥ 1,000
25,000
15,000
10,000
5,000
SOURCE: 1970 U.S. CENSUS SUPPLEMENTED BY STATE AND LOCAL ESTIMATES
SCALE
MILES

The following figure describes the anatomy of the political problems of Castleton State College. It is a modification of the general model of political problems as developed by Robert Murphy. In the specific application of this model to Castleton State College it has been assumed that each of the societal problems facing the institution are, in fact, political problems.

THE MODIFIED ANATOMY OF CASTLETON STATE COLLEGE POLITICAL PROBLEMS*

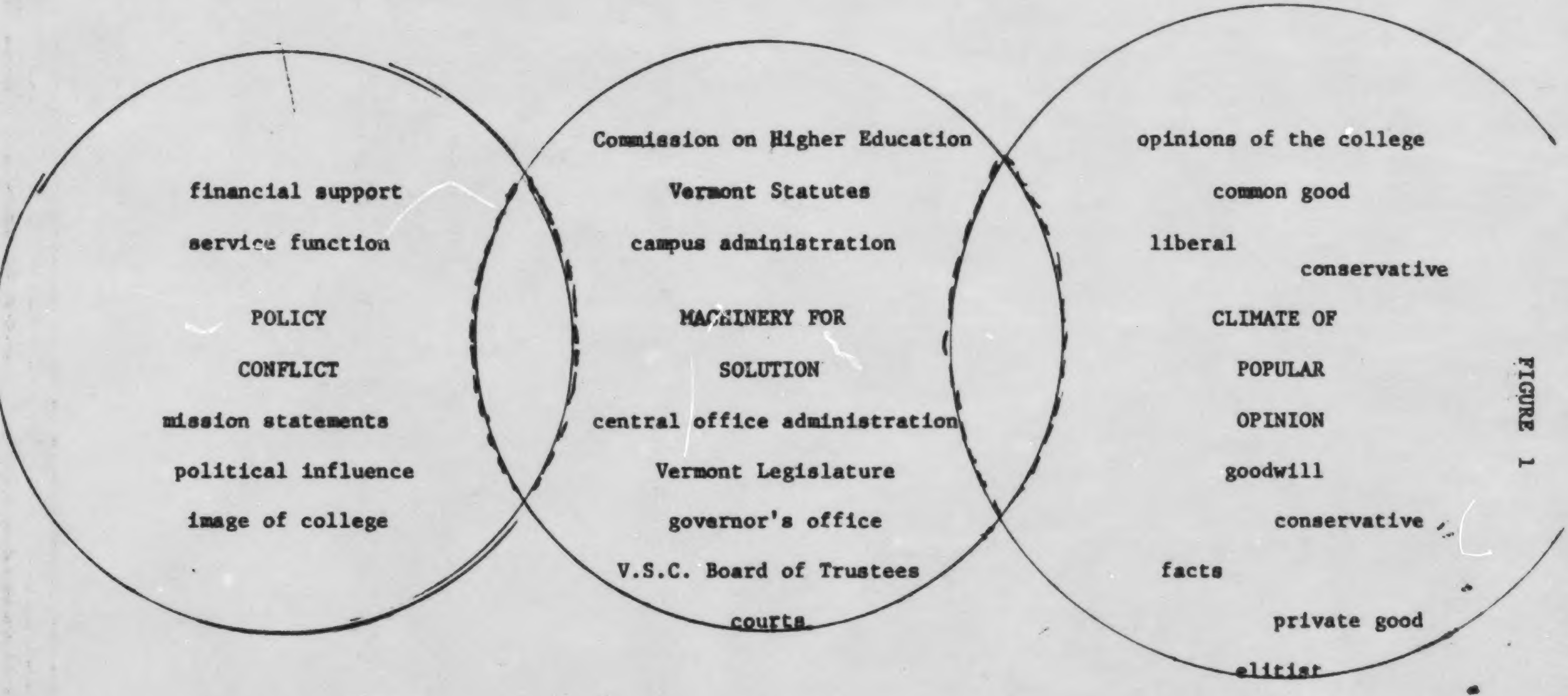

financial support
service function
POLICY
CONFLICT
mission statements
political influence
image of college
Commission on Higher Education
Vermont Statutes
campus administration
MACHINERY FOR
SOLUTION
central office administration
Vermont Legislature
governor's office
V.S.C. Board of Trustees
courts
opinions of the college
common good
liberal
conservative
CLIMATE OF
POPULAR
OPINION
goodwill
conservative
facts
private good
elitist

FIGURE 1

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*Robert E. Murphy, The Style and Study of Political Science. Scott, Foresman and Company, 1970, p. 24.

III. PROCEDURES

For the purposes of the practicum, the following were definitions of terms that were used:

Demography: The statistical study of populations as birth, marriages, mortality, health, etc..[20]

Primary community sphere: will be measured as being a geographical circle with a 45 mile radius around Castleton. Since the majority of the college's student population are commuters, it means that over 50% of Castleton State College students reside in this 90 mile circle around Castleton. Also to be closely considered in the study will be Rutland City, the second largest Vermont city, which also falls within the circle of primary influence.

Secondary community sphere: will be defined in general as the state of Vermont and adjacent New York cities and towns just west and south of Lake Champlain. This geographical area will refer to community in the broad sense since over 90% of the Castleton student population come from this area.

Social problems: only those social problems directly or indirectly influencing the state of Vermont or particularly, the southern part of the state will be considered. Some major national social problems, such as racism, will not be considered since the direct influence on Vermont is not primary, since there are fewer than 1% non-whites in the state.

Student profile: only students matriculated at Castleton State College will be considered. Both graduate and undergraduate students will be analyzed.

The following procedures were followed:

1. There was a review of pertinent research and literature of certain societal factors that have influenced the growth and development of other institutions.

2. There was a research of past articles in the local newspaper, The Rutland Herald.

3. An examination of certain pertinent institutional data and materials influencing trends of growth at Castleton State College took place.

    a. Vermont State Colleges Board of Trustees' minutes were reviewed.

    b. Materials were found in the alumni library.

    c. Data and information regarding students' backgrounds from the Castleton State College Admissions Office was examined.

    d. Rutland Regional Planning materials located in the Castleton State College library were studied.

    e. Written mission statements of the college as developed in the Castleton State College Long Range Plan in 1978 were analyzed.

    f. Data compiled as a result of Castleton State College's application of the Institutional Goals Inventory was studied.

4. There were oral interviews of four key past and present Castleton State College officials who have experienced major societal factors that have influenced the institution.*

    a. Although former President of Castleton State College, Dr. Richard Dundas, 1957-1969, regarding the changing priorities of the institution was interviewed on February 15, 1979, he requested that he not be quoted directly.

    b. Dr. Holman Jordan, Administrative Assistant to the President, regarding the work and studies done by his office that have been completed on the future directions of the college.

    c. Mr. Leonard Johnson, Director of Student Teaching, regarding the historical changes that have taken place at Castleton during his tenure.

---

*Please see Appendix B page 110, for some of the questions that were asked during the oral interviews section of the procedures. The intent of the questions will be simply to stimulate discussion of the topic of societal factors influencing Castleton State College and in no way is meant to be a limiting or comprehensive review of the topic.

d. Mr. Kevin Coveney, Director of Admissions, 1977-1979, regarding Castleton State College student profile.*

---

*Although not included for an interview in the practicum proposal, it was decided to expand the interviews to include Mr. Coveney after Dr. Dundas chose not to be quoted directly and also to get a better perspective of the student profile.

IV. RESULTS

There have been several critical decisions made at Castleton since 1960 that have been greatly influenced the institution's growth and perception of its responsibilities for providing higher educational services for the surrounding communities. One of the first decisions dealt with Castleton's decision in 1960 to move from a separate higher education institution, Castleton State College Teachers College, to the statewide administrative organization of the Vermont State Colleges system and the new name, Castleton State College. Another major decision influencing the future of Castleton occurred when in 1972 it was decided that the college would begin to offer graduate courses for inservice teachers that would lead to a Master of Arts in Education (MAE) degree.

It is important to note that during one of the most decisive periods in Castleton's history, when in 1961 the college became a member of the Vermont State College system and moved away from being a teacher's college, little was mentioned in the 1960, 1961 or 1962 yearbooks regarding this major change at the institution. The 1960 Castletone announced that Castleton Teachers College graduated 57 seniors, all of whom were prepared to become teachers. At that time Castleton, with its 21 faculty, two secretaries and two administrators serviced a total student body of 329, that included 93 freshmen, 118 sophomores, 61 juniors and the 57 seniors, and was still under the jurisdiction of the State Board of Education.*[21]

The only indication of the foreshadowing events that were to take place was evident in the message to the class of 1960 by Castleton's President, Dr. Richard J. Dundas. In the commentary he noted that,

> In future years your recollections of Castleton may be confused because your period of attendance spanned three distinct phases in the college's history.
>
> As freshmen, you found Castleton a small friendly institution reflecting the rather tranquil spirit of the times.
>
> The second phase began early in your sophomore year when the U.S.S.R. launched the first earth satellite. This event led to a critical reevaluation of American public education and a clamor for intensified effort at all levels. The college had to keep pace with the demands of the profession by enrichment of basic courses in critical subject areas.
>
> In your final year at Castleton, you were required to make further adjustments due to an economic reorganization of the Vermont teachers colleges. The higher tuition and campus living costs were offset by the National Defense Student Loan program and broader opportunities for appointment in other states.[22]

The transition of Castleton although not obvious is evident in the 1961 Castletone when the institution was referred to as Castleton State College. Another indication of this transition period showed as a change in the curriculum direction when Florence Black, Dean of the College, noted to the class of 1961 that,

> You have spent four of the most important years of your life in preparing to be a teacher. Now you have

---

*Vermont State Board of Education in 1960 included the following members: H. Francis Mahoney, Chairman, Springfield; Francis H. Carpenter, Fair Haven; Norton Barber, Bennington; Leona G. Phillips, Sheldon; Clifford F. McClure, Essex Junction; N. Dean Rowe, Johnson; and Lucia T. Ladd, Worchester.

> reached one of the most outstanding moments of your career and as certified teachers you are qualified to help others attain success in their life.[23]

The changes are most evident when on the very next page of the 1961 Castletone, the new Dean of Students, Charles W. Wright, congratulated the class of 1961 when he stated that,

> You may be justly proud of your degree; since you entered as freshmen you have seen a steady rise in academic standards. Now you receive your first dividend on the extra efforts required of graduates of Castleton . . .[24]

For the first time no mention was made of preparing to teach, but rather the value of an enhanced degree founded on a broader more rugged curriculum structure; the movement towards, although not clearly stated, a more broadly based liberal arts college.

The 1962 Castleton yearbook, the 1962 Castletone, although still referring to itself as Castleton Teachers College, makes no mention of the institution's changed governance system.

However, the 1963 Castletone clearly noted this important organizational change when the senior class vice president, Marie Goodwin, in the foreword states,

> Undoubtedly, the most significant change in the college has been the transition from a teacher's college to an accredited state college. New courses and a few faculty members have been added, thereby enlarging the academic program.[25]

To say the least, Castleton had undergone major organizational changes. From the previously mentioned data for 1960, by 1963, Castleton State College had grown to a faculty of 32, an administration of five, including a business manager and a director of student activities; five clerk-secretaries, 64 seniors and approximately 560 students. The institution at that point was governed by a newly organized Board of Trustees of the Vermont State Colleges* and was no longer under the auspices of the State Board of Education.

Another major change that influenced Castleton was found in the perception of the Vermont State Colleges Board of Trustees' mission of Castleton State College that occurred in 1972 when they unanimously accepted and supported the college administration's proposal to expand into a graduate program in education that had been greatly needed and requested by Southern Vermont educators.

The President of Castleton State College, at that time, Dr. Harold Abel, introduced Dr. Donald Hall, Dr. Cynthia Hall and Professor Robert Forest**, members of the Education Department who explained the graduate program proposal. Dr. Donald Hall, chairperson of the Education Department, opened the presentation by telling how Castleton had worked closely

*The first Board of Trustees of the Vermont State Colleges in 1961 included the following members: H. Ward Bedford, Chairman; Mary Jean Simpson, Secretary; Francis H. Carpenter; Edward K. Reiman; Richard W. Mallary; Robert Corley; Frank Stanton; Maurice Keenan.

**It should be noted that the author of this study, Robert F. Forest, was present at the May 13, 1972 meeting of the Vermont State Colleges Board of Trustees.

with the University of Vermont for the previous year in an attempt to provide a joint graduate proposal for the area. However, that cooperative effort did not materialize for several reasons and thus, Dr. Hall proposed that Castleton offer its own graduate degree for the following reasons:

1. local public schools were encouraging teachers to take graduate courses;
2. the teachers needed graduate level study to maintain teaching competencies and adequate salary schedules;
3. the proposed program would help meet the need in southwestern Vermont, not then being met by any higher educational institution;
4. Castleton had the ability and specialists to support this proposed graduate program. The Castleton Graduate Committee felt the (proposed) program was of high academic standards.

> Professor Forest continued the discussion by using visual aids to explain the survey in the southwestern region and its results. Numerous examples of supporting data were shown with an overhead projector, e.g., from teachers, superintendents, geographical locations of teachers, population concentrations and highway systems.[26]

On several occasions during the discussion which followed President Abel pointed out the proposed program would be self-supporting.

Mrs. Page, a member of the trustees, said that the University of Vermont was not providing the needed services for Southern Vermont, but she was not any surer that Castleton could do any better. At that point, Mr. Andrews, Assistant to the Provost of the State Colleges and whose brother was then president of the University of Vermont, indicated that UVM could in fact not meet the needs of southwest Vermont and that Dean Corrigan, the UVM Dean of the School of Education, had indicated to Dr. Hall that Castleton had his blessings and should offer the needed program on its own.[27]

One trustee, Mr. Wadhams, noted that the Castleton graduate program would fulfill an immediate need in Southern Vermont, but the University of Vermont at some point in the future might ask Castleton to be their "arm" in the southern section of the state. He went on to state that this was a unique situation and that the intent was not to build an empire.

Dr. Babcock, then Provost of the Vermont State Colleges, indicated that the University of Vermont could not service this southern section because the University felt it could not offer a joint degree or grant graduate credit through Castleton State College.

After some continued discussion on expenditures and other costs of the proposed program, a motion to authorize Castleton State College to offer a Master of Arts in Education degree was made and passed unanimously.

Dr. Smallwood, then chairperson of the trustees stated that he wanted it understood and on the record that:

1. the primary intent of the program was to benefit Vermont teachers;
2. the program should be set up in such a way that there will be an accounting so the Board can evaluate the program;
3. a realistic tuition should be charged, based on the needs of the program.[28]

Thus, as a result of the action of the Vermont State Colleges Board of Trustees on May 13, 1972, Castleton State College began to offer an ever expanding graduate degree program. From approximately fifty to one hundred graduate students the first two or three years (1973-1975), it grew to two hundred and eighty two graduate students in 1977.[29] These increasing numbers of graduate students were intially all practicing teachers, but as the graduate program expanded individual students were accepted from related educational areas; such as school social work, counseling in criminal justice, educational business management and school nursing. Along with the increasing number of graduate students came the expanding amount of revenue that was generated by the program. Because of the low operating cost of the program and the use of part time and adjunct faculty the graduate program went from a "break even" financial operation the first few years to a profit making arrangement after that start up period. In a meeting of the Castleton State College graduate committee, Dr. Dorothy Burns, then acting president of the college in 1975, indicated that the institution was making between thirty and fifty thousand dollars profit on the program per year.

Several weeks before Castleton's presentation of its proposed graduate program to the Vermont State Colleges Board of Trustees, President Abel indicated to Dr. Donald Hall and Professor Forest that he felt the trustees were not ready to establish a graduate program at the State Colleges, and that their effort was five or six years before its time. He was evidently not aware of the extensive supporting data that had been prepared during the previous six months. Dr. Hall, the chairperson of the Education Department, indicated that he viewed it as a real challenge and that he felt comfortable that the trustees would see the need for Castleton to meet the inservice needs of southwestern Vermont.

The Sunday previous to the Board of Trustees meeting in July, Dr. Donald Hall made arrangements for himself, his wife, Dr. Cynthia Hall and Professor Robert F. Forest to meet with the Provost, Dr. Robert Babcock, at his home, so that they could review the Castleton State College graduate program proposal. The group spent almost the entire day discussing and reviewing much of the supporting data that would be presented to the Trustees. Dr. Donald Hall explained the history of the efforts to work out a cooperative program with the University of Vermont and how those efforts never culminated in a final proposal. Provost Babcock agreed to endorse the Castleton State College proposal and indicated he felt it met the needs of the southern part of the state.

The impact of Castleton State College's graduate proposal in 1972 had ramifications far beyond its own individual campus. To a great extent the establishment of graduate programs at the other state colleges occurred as a result of the Castleton request. After it had become evident that the majority of the Vermont State Colleges Board of Trustees at their May 13, 1972 meeting were going to approve the Castleton graduate program request, Dr. Babcock mentioned that Johnson State College was in the process of finalizing its graduate program proposal. President Craig of Johnson, at that point, indicated that the Johnson graduate program proposal would be ready for the next regular meeting of the Trustees.

At that time,

> it was agreed by the trustees that this (the Johnson State College graduate program proposal) program should be studied further. Dr. Rieman then moved that the Board of Trustees authorize the establishment of Masters degree programs in education within the Vermont State Colleges system, subject to the approval of each proposed program. Mr. Wadhams seconded, and it was voted to approve this general authorization.[30]

It is interesting to note that evidently Provost Babcock had communicated to President Craig that Castleton had intended to make the graduate request of the Trustees. Although it was inferred at the Trustees meeting that there was a Johnson State College graduate program proposal almost ready for presentation there was, in fact, little if anything done on the proposed program. The following week President Craig called Professor Forest at Castleton and requested that he act as a consultant in the development of the supporting data for the Johnson State College proposal. It was suggested that this could be done in cooperation with Dr. Doris Spencer, the chairperson of the Education Department at Johnson State College.

After some discussion with Dr. Donald Hall, the chairperson of the Education Department at Castleton, Professor Forest decided not to formally act as a consultant to the

Johnson program but rather met with Dr. Spencer and gave her the data, questionnaires and assessment materials that were used in the development of the Castleton State College graduate program that had been proposed.

Evidently extensive work on the Johnson State College graduate program proposal was done during the month of June, since after considerable discussion at their July 15, 1972 meeting the Trustees approved the Johnson proposal with five members voting yes, one vote, Mr. Downs abstained, and one vote, Mr. Case voted no. The motion for approval was only successful after Mr. Downs and Mr. Case attempted to submit an amended motion,

> that the Provost discuss the implementation of the Johnson State College program by the university with UVM officials and report to the Board the results of such discussion with particular emphasis on whether or not there is need for such a program.
>
> Mr. Case seconded.
>
> Dr. Craig told Mr. Downs that he was asking the Board to go through a procedure which it has already gone through and that by authorizing JSC to grant this degree it will facilitate the possibility of a joint effort in this area.
>
> Mrs. Carpenter asked whether we were to be guided by UVM or make our own decision, as we had done last month regarding a CSC graduate program. She urged the Board to vote either for or against the JSC graduate program, but to settle the issue at this meeting- after Dr. Craig had stated that unless the Board takes action today, Johnson would have to postpone any plan to offer a graduate program this fall- perhaps indefinitely.[31]

After the amended motion was defeated, the motion approving the Johnson State College graduate program was approved.

Even at this stage the existence of the political power of the University of Vermont and its sphere of influence affecting the growth and trends of one of the state colleges was evident. Although at this time the influence was unsuccessful in inhibiting the growth pattern, later, in 1978, when Johnson attempted to establish learning centers in the University sphere of influence, the expansion effort was met with strong opposition and the University was successful in frustrating the efforts to establish these centers.[32]

When in August 1978, President Edward M. Elmendorf, of Johnson State College, proposed that Johnson establish four regional off campus centers for external degrees and adult education there immediately developed strong opposition to his proposal. The president of the University of Vermont, Dr. Lattie Coor, reacted critically and indicated that since the state colleges were under financial stress already, that he strongly questioned the wisdom of the Johnson State College proposal.[33]

Although the final negative blow to the Johnson State College outreach proposal came later in the month when the State Colleges Board of Trustees voted against it, the crucial point of opposition took place when the governor of Vermont, Richard A. Snelling, whose wife is a vice-president at the University of Vermont, announced his open opposition to the Johnson proposal. At the same time, he emphasized that if there were not more efforts of coordination between the State

Colleges and University of Vermont, that the state legislature would probably force a type of merger between the two public higher educational systems in the state. At the same conference Governor Snelling, who has considerable control over the state colleges' budget through his suggested annual executive budget that he recommends annually to the legislature, stated that, "simple growth in size or numbers of programs can no longer be seen as a measure of the worth of an educational institution."[34]

Thus, it becomes evident that any future efforts of expansion by any public higher educational institution in the state, no matter how high the student population or great the need for the program, will not be looked upon favorably by Governor Snelling, who was just re-elected for another two year term in office.

It is important to realize that the Castleton-Rutland area has the second largest population center within the state of Vermont. If one extends parameters of this region to include potential population centers in nearby New York State this fact is even more evident. With the construction of the new interstate, route 4, and eventually extending from the Northway in New York to Rutland City, it will be only a matter of minutes for large centers of population to reach the Castleton State College campus.

In the following series of maps the population, geography, highway patterns, communication systems, etc., are described in detail. Some of the conclusions evolved would effect any service program at Castleton directly, while other implications would prove to be indirect.

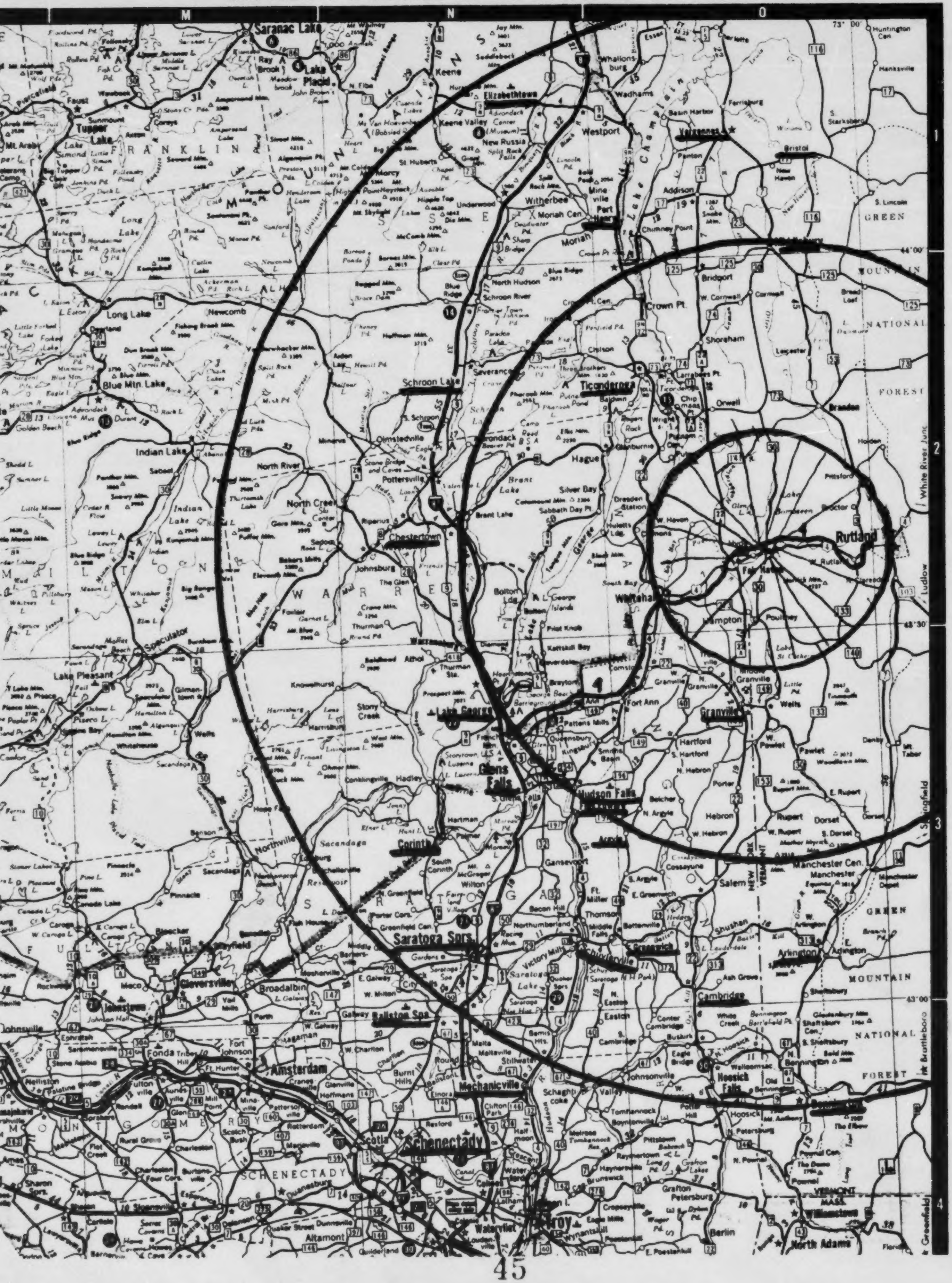
It should be noted that the primary area to be serviced by Castleton State College would be found within the blue circle on the enclosed maps. This region, having a population of over 90,000 would be within 45 minutes driving time of the Castleton campus. The two cities at the east/west extremes would be Whitehall, New York to the west and to Rutland City to the east. Both are approximately 25 minutes from Castleton. Other population centers found in the blue area (or comparable traveling distance) would include Brandon; Fair Haven; Poultney; Granville, New York; Wallingford; West Rutland; Rutland Town and Proctor.

At the extreme north of the blue circle would be Middlebury and at the extreme south of the circle would be Manchester, both within 45 minutes driving time to Castleton. It is important to note at this point that the travel time from Castleton to the University of Vermont campus in Burlington takes between 90 to 105 minutes. Thus, if one extends an imaginary line through Castleton from Whitehall to Rutland City it could be assumed it would take commuting students approximately one-fifth of the time to get to the Castleton campus that it would take to get to the University campus (this estimate assumes students from Whitehall, New York would travel to UVM up 22A and from Rutland City up route 7).

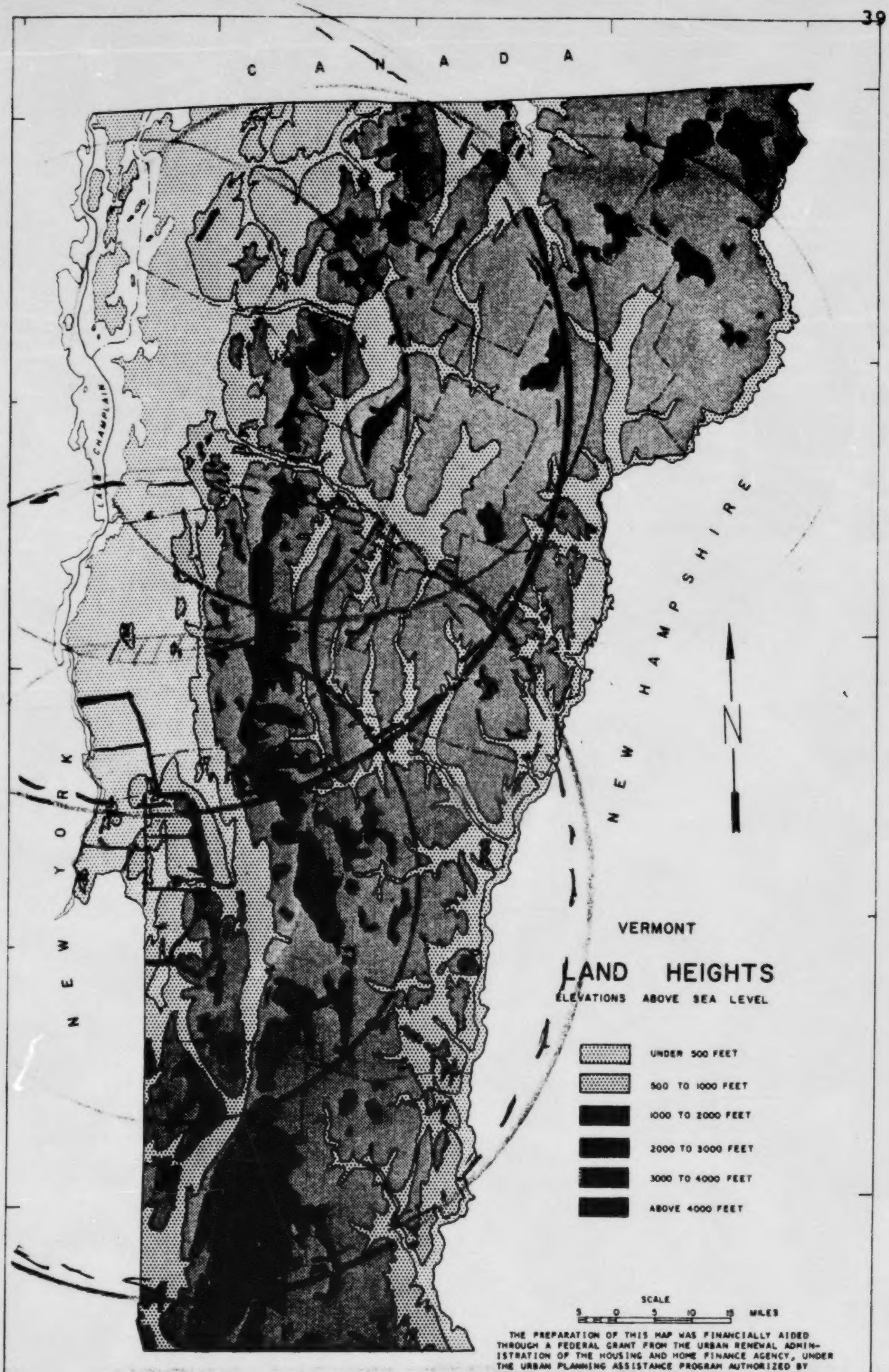
The second circle is outlined in red and simply represents those population areas under two hours driving distance from the center of Castleton. In some cases in towns like Vergennes and Bristol, in the extreme north, it could be assumed that many students would commute north to the Burlington campus unless a specific course for their program was being offered at Castleton's Middlebury campus during a given semester. As one moves further south inside the red circle, it becomes evident that if a Vermont student desired a program within Vermont there would be a tendency to do the coursework at either the Castleton campus or the Rutland or Middlebury centers as opposed to the UVM campus. When one considers New York's impact on this red area it becomes evident that large population centers from New York state like Hoosick Falls, Glens Falls, and Hudson Falls might also participate in various service programs.

In total, therefore, an analysis of the geographical area, including distances and highways, makes it fairly conclusive that there is an ample student population establish support for Castleton's expanded service programs.[35]

CASTLETON'S SPHERE OF INFLUENCE IN NEW YORK


M
N
O
1
2
3
4
Saranac Lake
Lake Placid
Keene
Elizabethtown
Westport
Tupper Lake
FRANKLIN
Long Lake
Newcomb
Blue Mtn. Lake
Indian Lake
Schroon Lake
Ticonderoga
Crown Pt.
Vergennes
Bristol
Brandon
Rutland
Fair Haven
W. Rutland
Whitehall
Poultney
Granville
Chestertown
Warrensburg
Lake George
Glens Falls
Hudson Falls
Fort Ann
Speculator
Lake Pleasant
Corinth
Northville
Saratoga Sprs.
Ballston Spa
Gloversville
Johnstown
Amsterdam
Mechanicville
Schenectady
Troy
Schuylerville
Greenwich
Cambridge
Salem
Hoosick Falls
Bennington
Arlington
Manchester Cen.
Dorset
Pittsford
Proctor
HAMILTON
WARREN
SARATOGA
FULTON
MONTGOMERY
SCHENECTADY
GREEN MOUNTAIN NATIONAL FOREST
NEW YORK
VERMONT
MASS.
North Adams
Williamstown
44°00'
43°30'
43°00'
73° 00'

The following maps used by Forest (1970) in an unpublished study of the graduate needs for the Castleton-Rutland area were from the University of Vermont Report Number 4, Physical, Economic, Administrative and Planning Regions in Vermont, Research Center, 1964.



VERMONT

LAND HEIGHTS

ELEVATIONS ABOVE SEA LEVEL

CANADA
NEW HAMPSHIRE
NEW YORK
MASSACHUSETTS
LAKE CHAMPLAIN
N
UNDER 500 FEET
500 TO 1000 FEET
1000 TO 2000 FEET
2000 TO 3000 FEET
3000 TO 4000 FEET
ABOVE 4000 FEET
SCALE
5 0 5 10 15 MILES
CENTRAL PLANNING OFFICE
UVM R.R.C.
EJM/JIB 12/63

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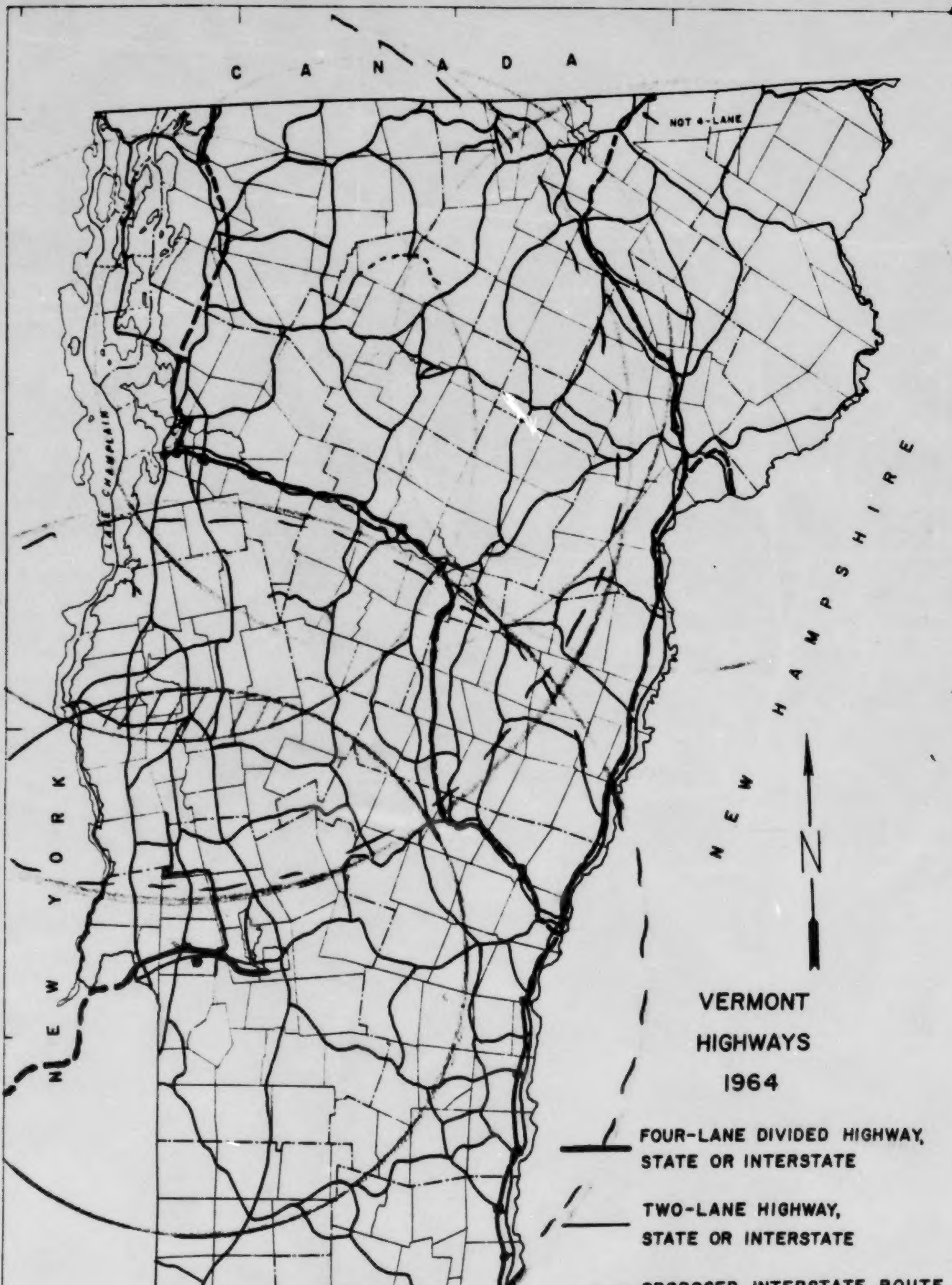

VERMONT HIGHWAYS 1964

CANADA
NOT 4-LANE
LAKE CHAMPLAIN
NEW YORK
NEW HAMPSHIRE
MASSACHUSETTS
N
FOUR-LANE DIVIDED HIGHWAY, STATE OR INTERSTATE
TWO-LANE HIGHWAY, STATE OR INTERSTATE
PROPOSED INTERSTATE ROUTE
INTERSTATE INTERCHANGE
SCALE
5 0 5 10 15 MILES

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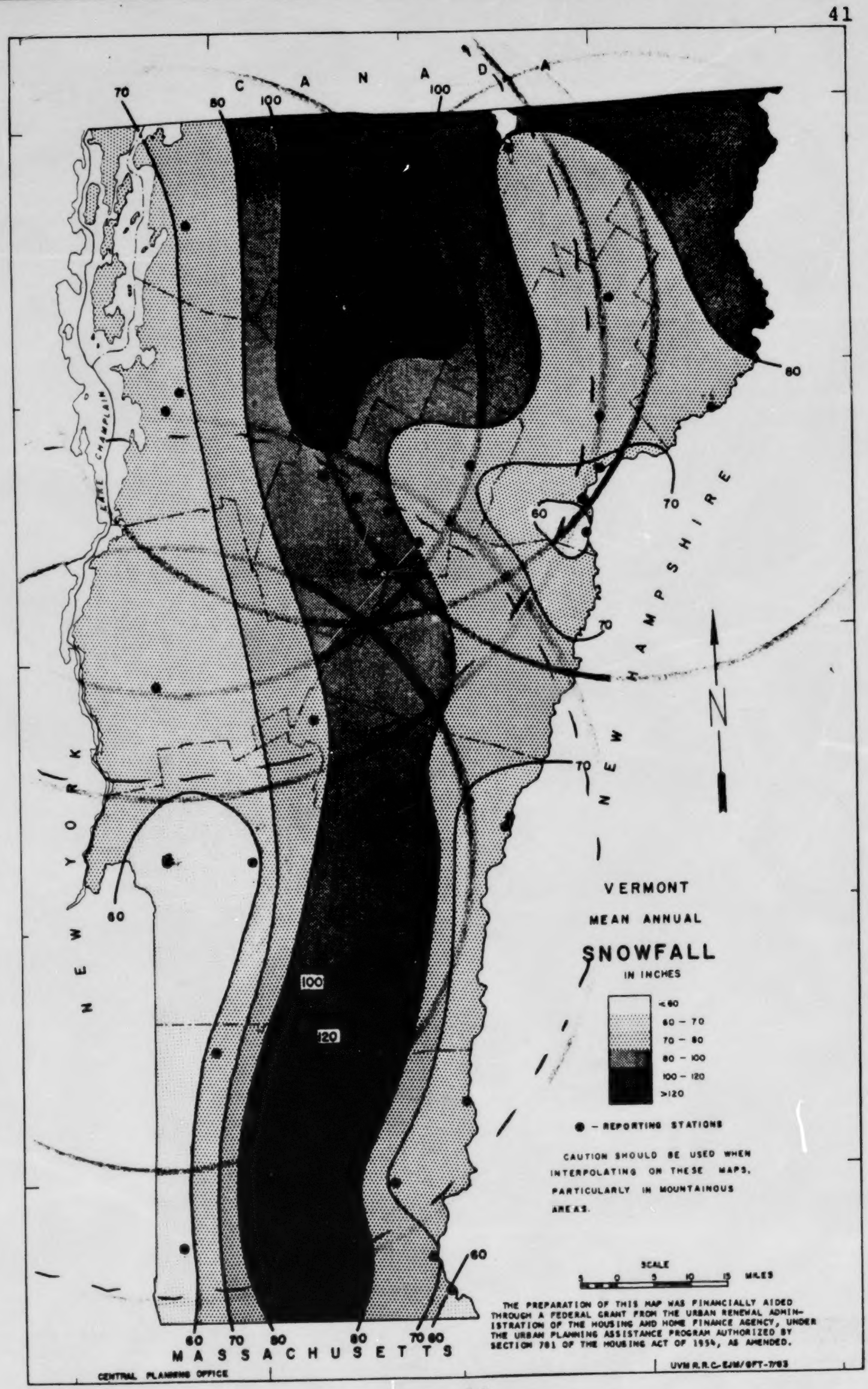
CENTRAL PLANNING OFFICE

UVM RRC EJM/DWO 6/64


C A N A D A
NEW YORK
NEW HAMPSHIRE
MASSACHUSETTS
LAKE CHAMPLAIN
70
80
100
100
80
60
70
70
70
60
100
120
60
70
80
80
70
60
60
N
<60
60 – 70
70 – 80
80 – 100
100 – 120
>120
SCALE
5 0 5 10 15 MILES

VERMONT

MEAN ANNUAL

SNOWFALL

IN INCHES

● – REPORTING STATIONS

CAUTION SHOULD BE USED WHEN INTERPOLATING ON THESE MAPS, PARTICULARLY IN MOUNTAINOUS AREAS.

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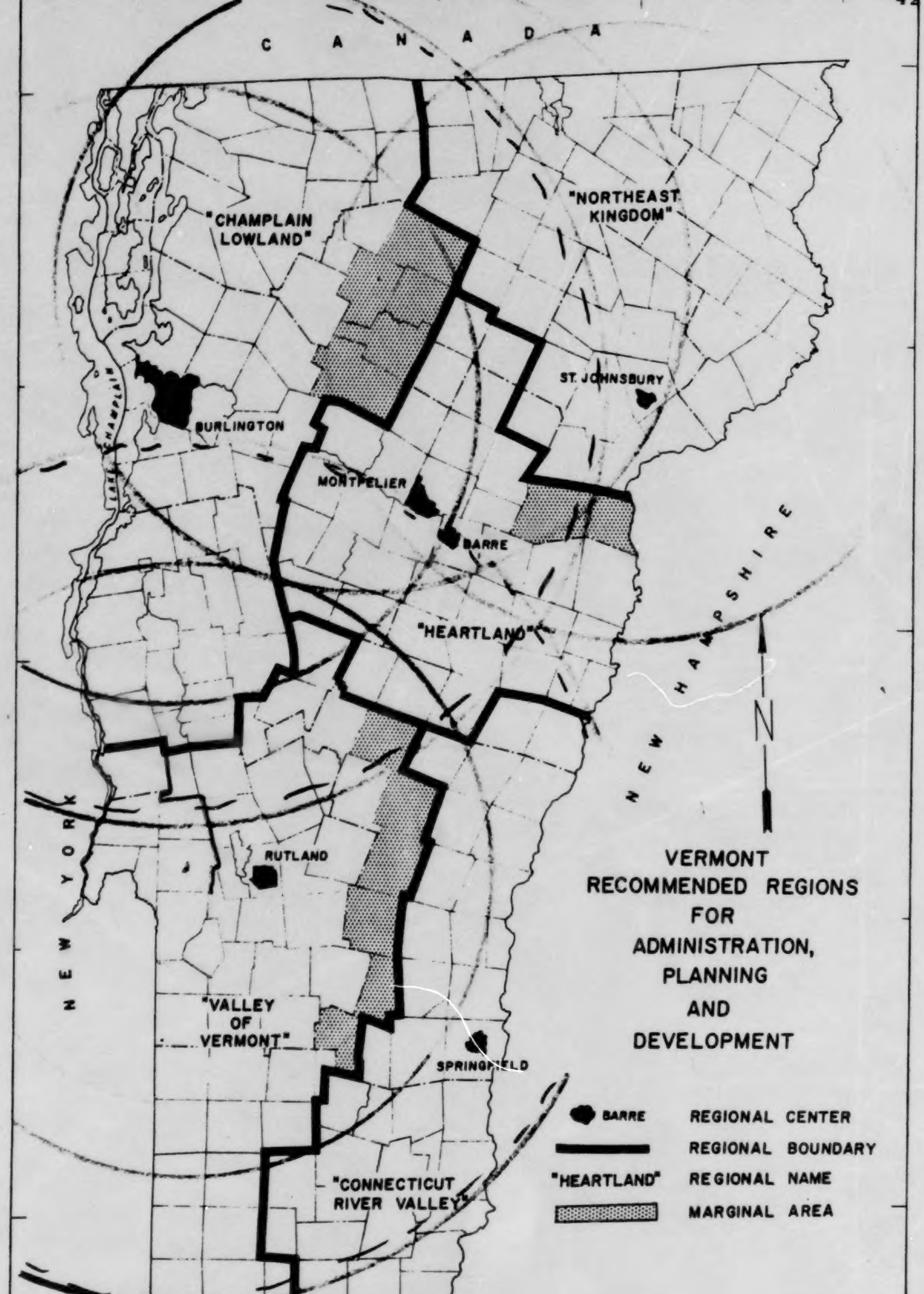
CENTRAL PLANNING OFFICE

UVM R.R.C.-EJM/GFT-7/63


C A N A D A
"CHAMPLAIN LOWLAND"
"NORTHEAST KINGDOM"
LAKE CHAMPLAIN
ST. JOHNSBURY
BURLINGTON
MONTPELIER
BARRE
"HEARTLAND"
NEW HAMPSHIRE
N
NEW YORK
RUTLAND
"VALLEY OF VERMONT"
SPRINGFIELD
"CONNECTICUT RIVER VALLEY"
MASSACHUSETTS
BARRE
REGIONAL CENTER
REGIONAL BOUNDARY
"HEARTLAND"
REGIONAL NAME
MARGINAL AREA
SCALE
5 0 5 10 15 MILES
CENTRAL PLANNING OFFICE
UVM RRC
FOB/EJM/EHT/FEB/DWD 6/64

VERMONT RECOMMENDED REGIONS FOR ADMINISTRATION, PLANNING AND DEVELOPMENT

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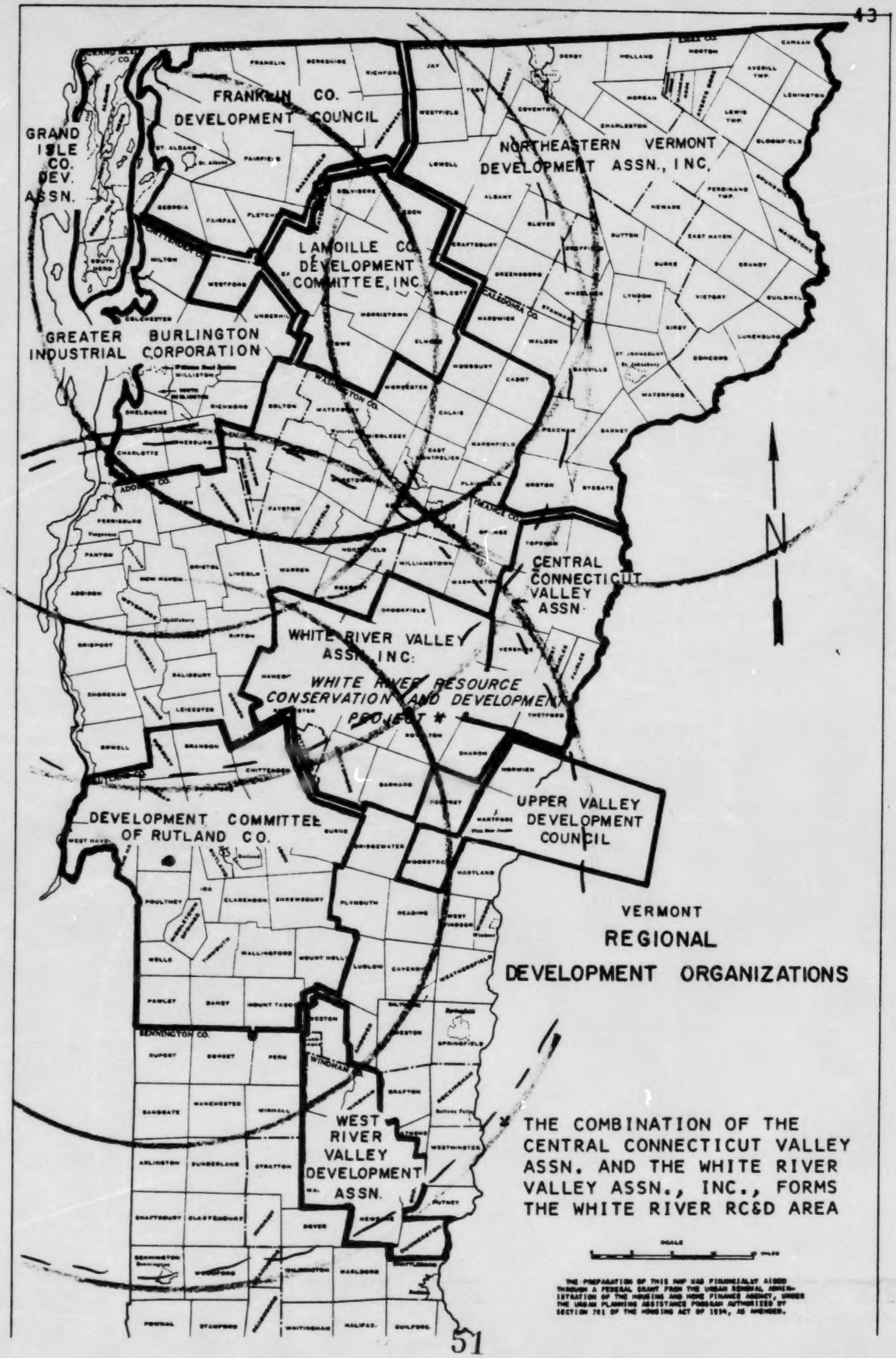
FRANKLIN CO. DEVELOPMENT COUNCIL
GRAND ISLE CO. DEV. ASSN.
NORTHEASTERN VERMONT DEVELOPMENT ASSN., INC.
LAMOILLE CO. DEVELOPMENT COMMITTEE, INC.
GREATER BURLINGTON INDUSTRIAL CORPORATION
CENTRAL CONNECTICUT VALLEY ASSN.
WHITE RIVER VALLEY ASSN. INC:
WHITE RIVER RESOURCE CONSERVATION AND DEVELOPMENT PROJECT *
UPPER VALLEY DEVELOPMENT COUNCIL
DEVELOPMENT COMMITTEE OF RUTLAND CO.
WEST RIVER VALLEY DEVELOPMENT ASSN.
N
SCALE
MILES

VERMONT

REGIONAL

DEVELOPMENT ORGANIZATIONS

* THE COMBINATION OF THE CENTRAL CONNECTICUT VALLEY ASSN. AND THE WHITE RIVER VALLEY ASSN., INC., FORMS THE WHITE RIVER RC&D AREA

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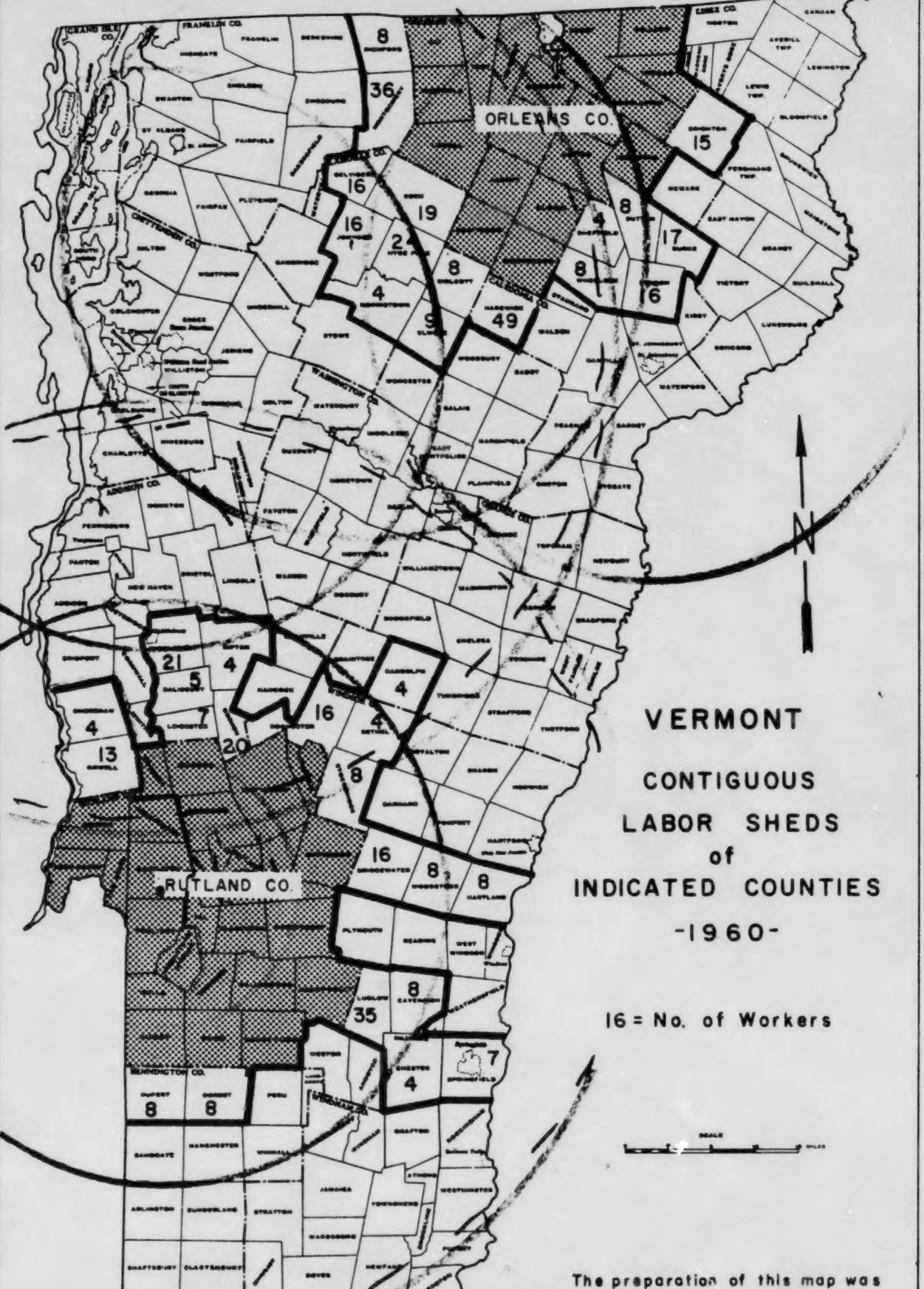

ORLEANS CO.
RUTLAND CO.
8
36
15
16
16
19
2
8
4
8
17
8
16
4
9
49
21
4
5
4
7
16
4
13
4
20
8
16
8
8
8
35
7
4
8
8
N

VERMONT

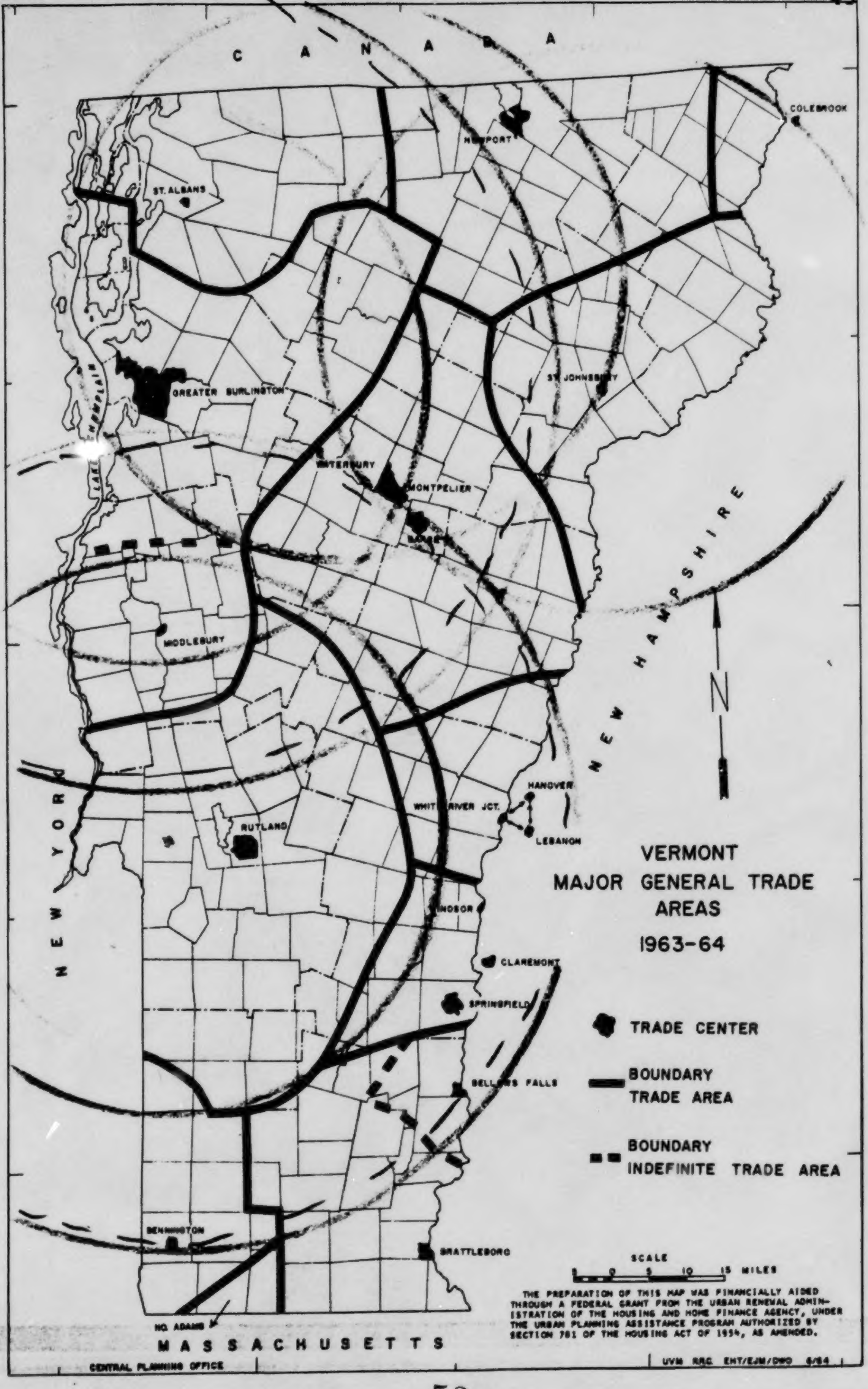
CONTIGUOUS LABOR SHEDS of INDICATED COUNTIES

-1960-

16 = No. of Workers

The preparation of this map was financially aided through a federal grant from the urban renewal administration of the H.H.F.A., under the urban planning assistance program authorized by section 701 of the housing act of 1954, as amended.

CENTRAL PLANNING OFFICE UVM R.R.C. EFT/JIB 11/63


C A N A D A
NEWPORT
COLEBROOK
ST. ALBANS
LAKE CHAMPLAIN
GREATER BURLINGTON
ST. JOHNSBURY
WATERBURY
MONTPELIER
BARRE
MIDDLEBURY
NEW HAMPSHIRE
N
NEW YORK
HANOVER
WHITE RIVER JCT.
LEBANON
RUTLAND
WINDSOR
CLAREMONT
SPRINGFIELD
BELLOWS FALLS
BENNINGTON
BRATTLEBORO
NO. ADAMS
MASSACHUSETTS
TRADE CENTER
BOUNDARY TRADE AREA
BOUNDARY INDEFINITE TRADE AREA
SCALE
5 0 5 10 15 MILES
CENTRAL PLANNING OFFICE
UVM RRG EHT/EJM/DWO 6/64

VERMONT
MAJOR GENERAL TRADE
AREAS
1963-64

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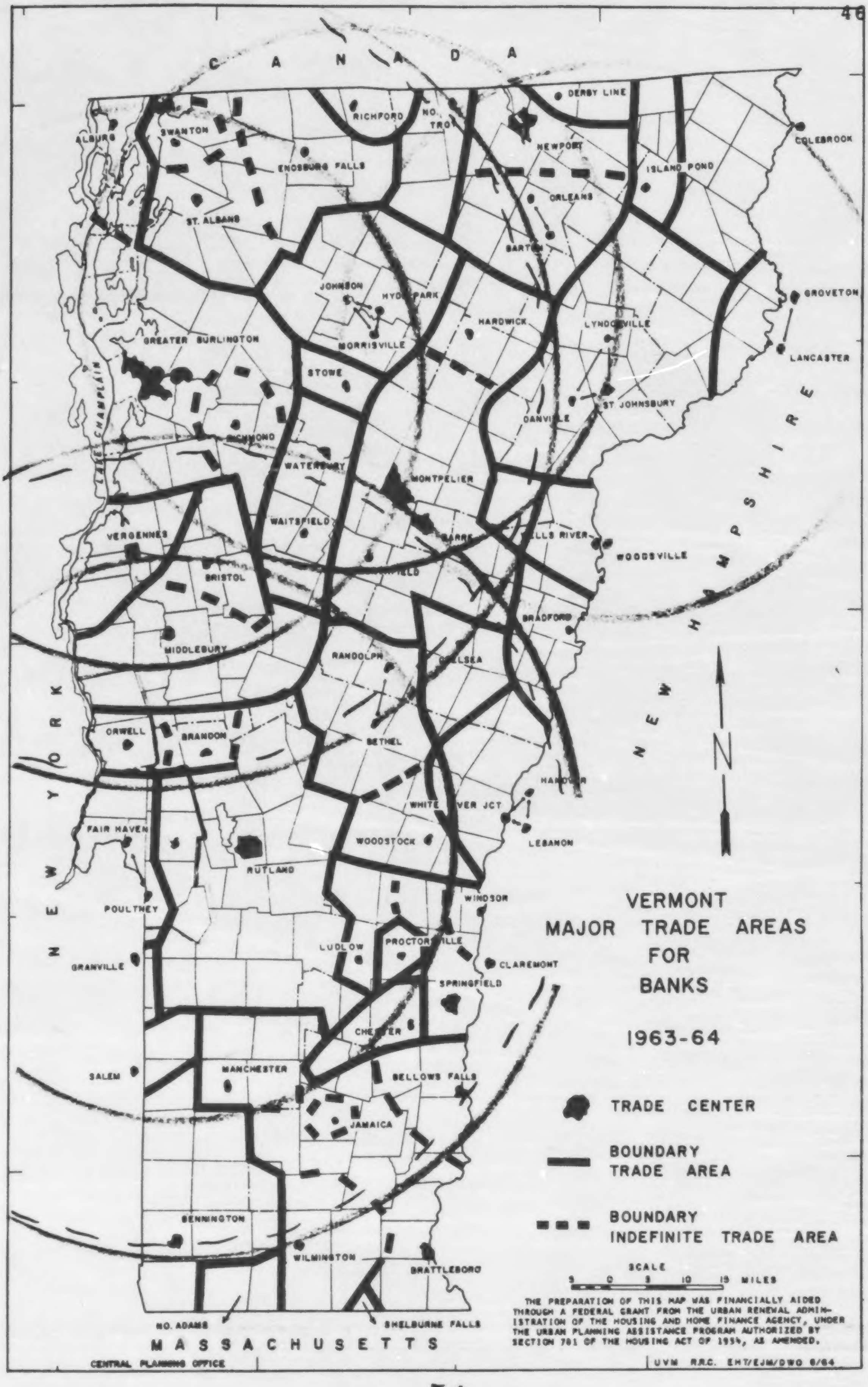
CANADA
DERBY LINE
RICHFORD
NO. TROY
COLEBROOK
ALBURG
SWANTON
ENOSBURG FALLS
NEWPORT
ISLAND POND
ORLEANS
ST. ALBANS
BARTON
JOHNSON
HYDE PARK
GROVETON
HARDWICK
LYNDONVILLE
GREATER BURLINGTON
MORRISVILLE
LANCASTER
STOWE
ST JOHNSBURY
LAKE CHAMPLAIN
DANVILLE
RICHMOND
WATERBURY
MONTPELIER
WAITSFIELD
WELLS RIVER
VERGENNES
BARRE
WOODSVILLE
BRISTOL
NORTHFIELD
BRADFORD
MIDDLEBURY
RANDOLPH
CHELSEA
NEW HAMPSHIRE
NEW YORK
ORWELL
BRANDON
BETHEL
N
HANOVER
WHITE RIVER JCT
FAIR HAVEN
WOODSTOCK
LEBANON
RUTLAND
WINDSOR
POULTNEY
LUDLOW
PROCTORSVILLE
CLAREMONT
GRANVILLE
SPRINGFIELD
CHESTER
SALEM
MANCHESTER
BELLOWS FALLS
JAMAICA
BENNINGTON
WILMINGTON
BRATTLEBORO
NO. ADAMS
SHELBURNE FALLS
MASSACHUSETTS
CENTRAL PLANNING OFFICE
TRADE CENTER
BOUNDARY TRADE AREA
BOUNDARY INDEFINITE TRADE AREA
SCALE
5 0 5 10 15 MILES

VERMONT
MAJOR TRADE AREAS
FOR
BANKS

1963-64

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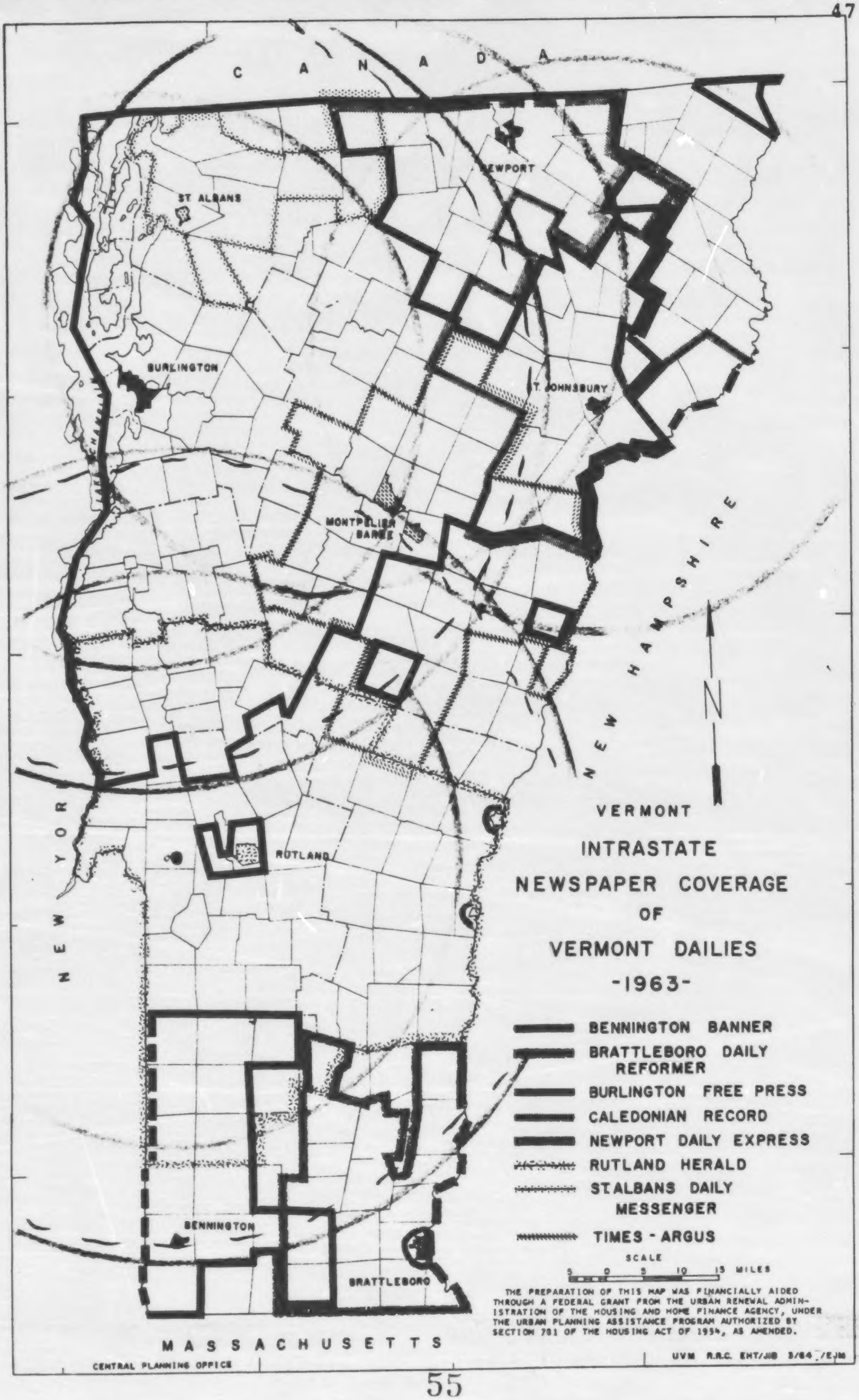
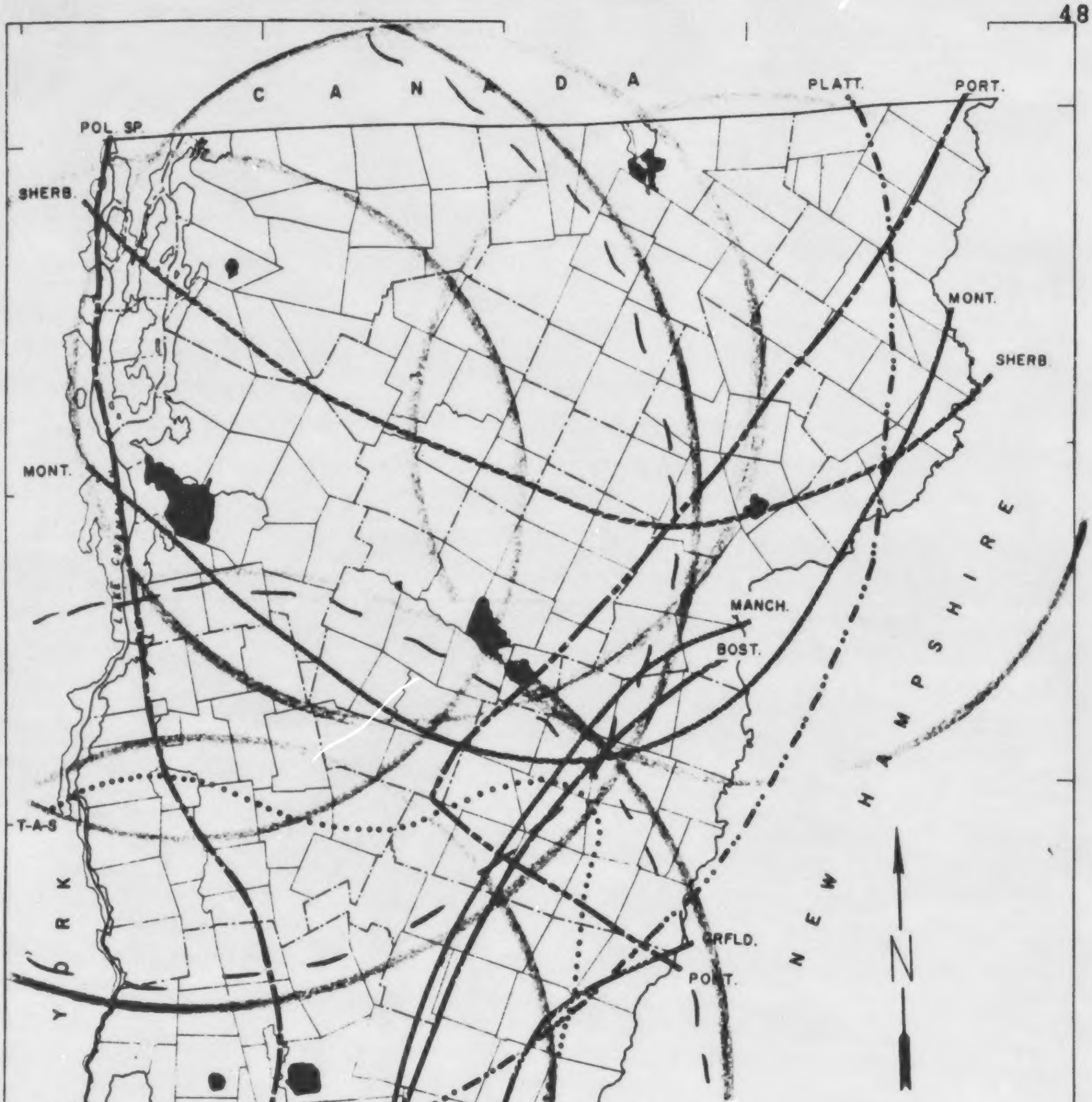
UVM R.R.C. EHT/EJM/DWO 6/64


C A N A D A
NEWPORT
ST. ALBANS
BURLINGTON
ST. JOHNSBURY
MONTPELIER
BARRE
RUTLAND
BENNINGTON
BRATTLEBORO
NEW YORK
NEW HAMPSHIRE
MASSACHUSETTS
N
VERMONT
INTRASTATE
NEWSPAPER COVERAGE
OF
VERMONT DAILIES
-1963-
BENNINGTON BANNER
BRATTLEBORO DAILY REFORMER
BURLINGTON FREE PRESS
CALEDONIAN RECORD
NEWPORT DAILY EXPRESS
RUTLAND HERALD
ST.ALBANS DAILY MESSENGER
TIMES - ARGUS
SCALE
5 0 5 10 15 MILES
CENTRAL PLANNING OFFICE
UVM R.R.C. EHT/JIB 3/64 /EJM

THE PREPARATION OF THIS MAP WAS FINANCIALLY AIDED THROUGH A FEDERAL GRANT FROM THE URBAN RENEWAL ADMINISTRATION OF THE HOUSING AND HOME FINANCE AGENCY, UNDER THE URBAN PLANNING ASSISTANCE PROGRAM AUTHORIZED BY SECTION 701 OF THE HOUSING ACT OF 1954, AS AMENDED.


CANADA
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NEW HAMPSHIRE
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NEW YORK
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MANCH.
BOST.
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T-A-S
MASSACHUSETTS
CENTRAL PLANNING OFFICE
BURLINGTON, VT.
BOSTON, MASS.
GREENFIELD, MASS.
HARTFORD, CONN.
MANCHESTER, NH.
MONTREAL, PQ.
PLATTSBURG, NY.
POLAND SPRINGS, ME.
PORTLAND, ME.
SHERBROOK, PQ.
TROY, ALBANY, SCHENECTADY, NY.
SCALE
5 0 5 10 15 MILES
UVM RRC EHT/EJM/DWO 6/64

TELEVISION COVERAGE AREAS IN VERMONT 1963

FOR STATIONS IN,

THE PREPARATION OF THIS MAP WAS FINANCIALLY AIDED THROUGH A FEDERAL GRANT FROM THE URBAN RENEWAL ADMINISTRATION OF THE HOUSING AND HOME FINANCE AGENCY, UNDER THE URBAN PLANNING ASSISTANCE PROGRAM AUTHORIZED BY SECTION 701 OF THE HOUSING ACT OF 1954, AS AMENDED.

Since the previous materials give a broad view of various developments in the entire state of Vermont, it might be appropriate here to give more recent specific data regarding Rutland County, the second largest population area in the state and one of the fastest growing regions within the state of Vermont.

The implications of these two factors have had a major impact on the growth of Castleton State College in the past and will in all probability continue to increase the community's demands on the institution in the future.

The following materials developed by the Rutland Regional Planning Commission office in 1975 provides a profile of Rutland County in terms of the description of the communities in the region, a survey of the economy of the area, including labor force distribution, annual employment, etc. and the transportation and area facilities that provide services for the region.[36]

DESCRIPTION OF COMMUNITIES

LOCATION

The Rutland Region occupies a strategic position with regard to both the Northeastern United States and the State of Vermont. Rutland City, at the center of the Region is 165 miles from Boston, 168 miles from Montreal and 247 miles from New York City. It is also the focal point for the movement of goods and services to and from the east, south and west for Central and Northern Vermont (see Map 1).

POPULATION AND INCOME CHARACTERISTICS

Population varies greatly among the Regions communities as do levels of income. Table 1 shows population changes between 1960 and 1970 and the most recent population estimates. Age breakdowns and income characteristics for each of the Region's 27 towns are also given.

Rutland County is the second largest county in the state in terms of population. While population growth between 1960 and 1970 was lower than the state as a whole, only five other counties had a greater population increase.

In all income comparisons the Regional figures are below state figures. On a county by county comparison Rutland ranks ninth among the fourteen counties.

Population growth for the Region is projected over the coming years. The Comprehensive Plan for the Rutland Region, prepared in 1969 estimates that population in the Region in 1980 will be between 51,000 and 55,000; a high of 65,000 people and a low of 55,000 are predicted by 1990. In 1973 the State of Vermont Planning Office calculated population of 60,000 in 1980 and 67,600 in 1990. The Comprehensive Plan for the Region indicates that the Communities of Brandon(1103), Castleton(1363), Clarendon(1363), Mendon(1687), Poultney(1333), Rutland City(3057), Rutland Town(2152), Sherburne(1942), and Shrewsbury(1610) will absorb the largest numerical portion of the population increase (based upon the 1970 Census Data and the projected high estimate for 1990). Relating the change to 1970 population the following towns will experience over fifty percent increases in population by 1990: Chittenden (56%), Clarendon (89%), Ira (104%), Mendon (227%), Rutland Town (96%), Sherburne (348%), Shrewsbury (283%), and Wells (68%).

HOUSING

A review of the real estate section of the Rutland Herald between January and June of 1975 revealed the availability of 3215 sale homes, a large portion containing at least 3 bedrooms. A variety of rental units in most price ranges, furnished, unfurnished, with and without utilities included were also available during that period. Charts A and B show the number of rental and sales units available during the first half of 1975 by rent and sale price and bedroom size. No attempt was made to determine multiple listings of the same unit. It is acknowledged that the figures are somewhat inflated, although not all available units are listed in the Herald.

According to the 1970 Federal Census the availability of sales and Rental units in various categories was:

Average Value Owner Occupied	Number
Less than $ 5,000	270
$ 5,000 - 9,000	1276
10,000 - 14,999	2158
15,000 - 19,000	1806
20,000 - 24,999	1044
25,000 - 34,999	717
35,000 - 49,999	268
50,000 and Over	82

Average Monthly Rentals	Number
$ 01 - 39	466
40 - 59	884
60 - 79	1186
80 - 99	786
100 - 119	444
120 - 149	203
150 - 199	66
200 - 299	12
300 and Over	16

CLIMATE

The climate of Rutland is typical New England with a January normal of 20.2F and an August normal of 71.8F. There is an average annual precipitation of 34.73 inches (see Maps 2 & 3).

COMMERCIAL CENTERS

The Rutland Retail Trade Community is made up of approximately 650 outlets. The trading area has a population of between 110,000 and 150,000 persons, all within easy driving distance of Rutland. There have been many new stores built, and old stores refurbished, during the past five years. Other towns in the Region have varying concentrations of Retail trade (see Map 4).

COMMUNITY PROFILES

Table 2 provides data, by community, on size governmental structure, status of land use planning activities and the level of community services. Map 5 locates ambulance, police and fire facilities in the region.

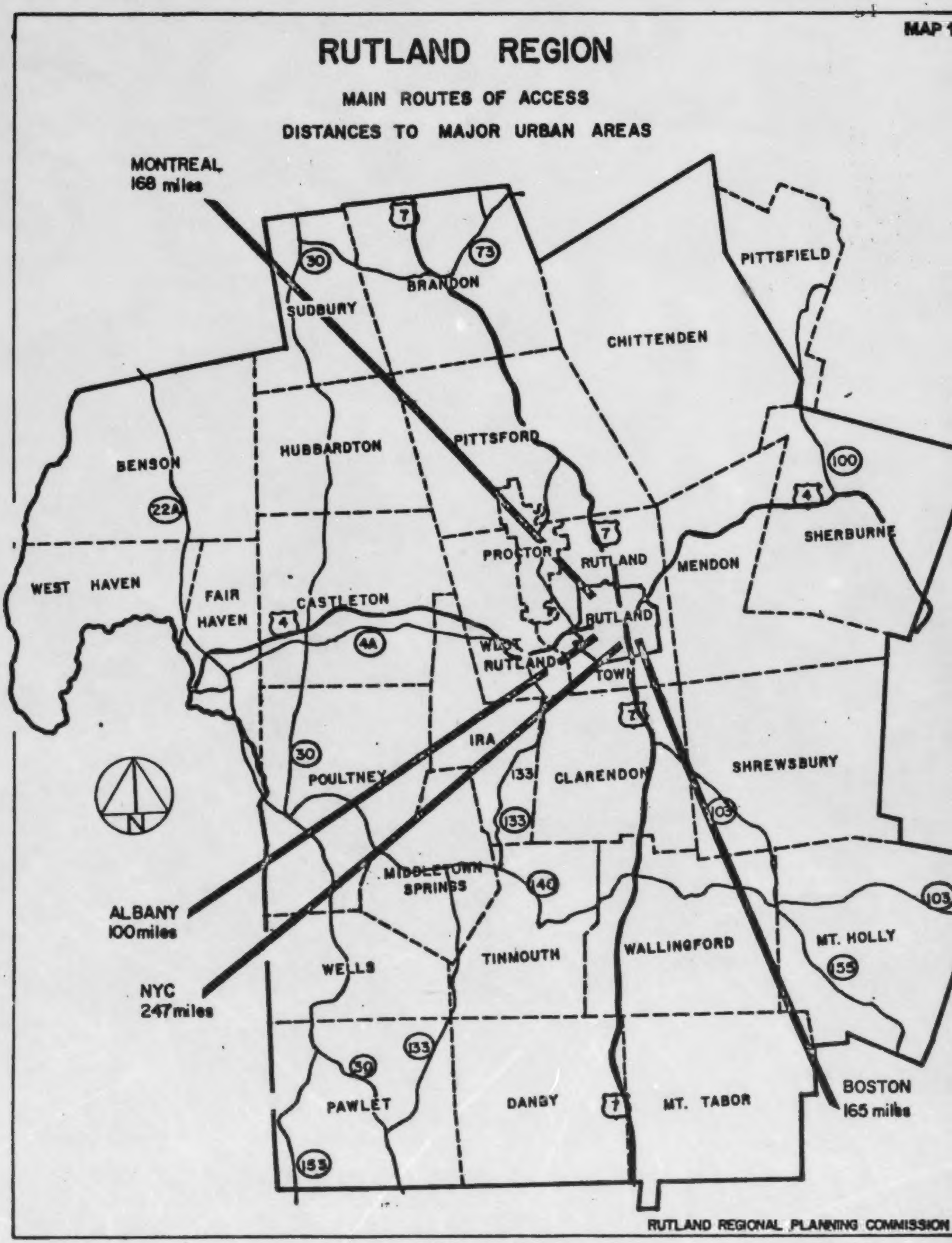
COMMUNITY TAX STRUCTURE

Table 3 compares tax rates in the Region's communities and shows total tax rate, that portion of the tax rate used to finance the school system, and the effective tax rates. The former are the rates actually assessed; the latter is the rate at which taxes would have been assessed if property in the municipality were valued at its estimated full market value.

The equalized fair market value indicates the Vermont Department of Taxes determination of local fair market values. The determination is made biennially for the purpose of distributing state aid to education. The average ratio is the ratio of the local assessed value to the estimated full market value of property.

In the majority of the Region's communities the bulk of local revenues comes from local taxes. There are a variety of other funding sources including state highway and education aid, federal revenue sharing, interest from a variety of accounts, and fees. However, accounting procedures vary so drastically from town to town that meaningful comparative data cannot be developed for these other funding sources. Similar problems are found with local expenditures although as can be seen, school taxes - an indication of local expenditures for schools - consume a major portion of the revenues raised by local taxes. The difference between school taxes and total local taxes gives a general indication of the revenue available to finance local general governmental functions other than schools.

MAP 1



RUTLAND REGION

MAIN ROUTES OF ACCESS

DISTANCES TO MAJOR URBAN AREAS

MONTREAL
168 miles
ALBANY
100miles
NYC
247miles
BOSTON
165 miles
PITTSFIELD
BRANDON
SUDBURY
CHITTENDEN
BENSON
HUBBARDTON
PITTSFORD
SHERBURNE
WEST HAVEN
FAIR HAVEN
CASTLETON
PROCTOR
RUTLAND
MENDON
RUTLAND
WEST RUTLAND
RUTLAND TOWN
IRA
POULTNEY
CLARENDON
SHREWSBURY
MIDDLETOWN SPRINGS
TINMOUTH
WALLINGFORD
MT. HOLLY
WELLS
PAWLET
DANBY
MT. TABOR
N
7
73
30
22A
4
4A
100
133
103
140
155
153

RUTLAND REGIONAL PLANNING COMMISSION

TABLE 1

POPULATION CHARACTERISTICS
THE STATE AND RUTLAND REGION

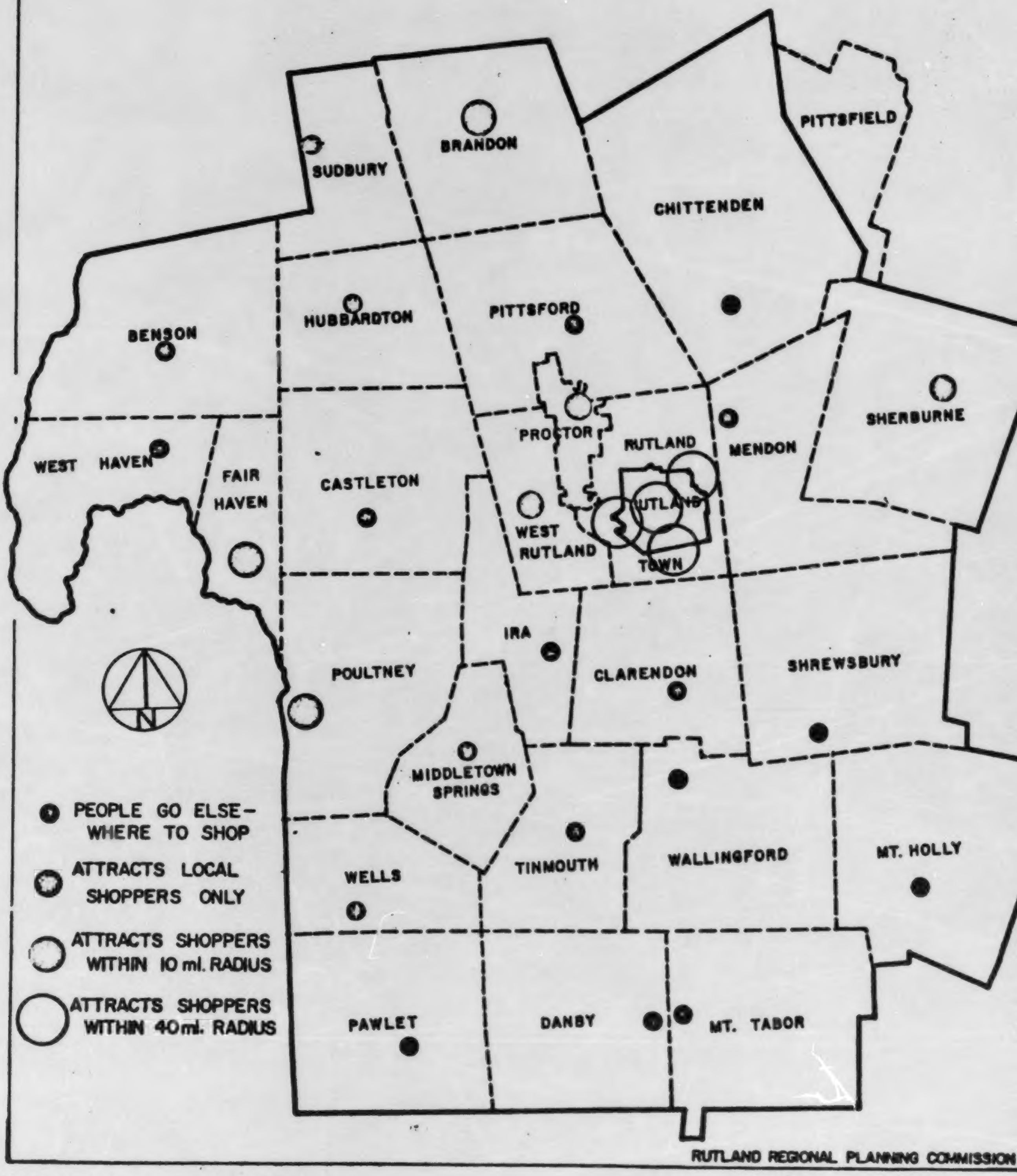
TOWN	1960	1970	1960 to 1970 % CHANGE	EST. 1973	AGE BREAKDOWN (1970)				INCOME CHARACTERISTICS						
					under 5	5 - 19	20 - 64	65 & over	PER CAPITA MONEY INCOME [2]			AVG. FAMILY	AVG. INDIVIDUAL	MEDIAN FAMILY	MEDIAN INDIVIDUAL
									1973 (EST.)	1969 (CENSUS)	% CHANGE				
BENSON	549	583	6	628	41	197	285	60	2,247	1,871	20.1	7,150	1,641	7000 - 7999	1000 - 1999
BRANDON	3,329	3,697	11	3,800[1]	266	1,134	1,870	427	2,521	2,103	19.9	8,530	3,250	6000 - 6999	1000 - 1999
CASTLETON	1,902	2,837	49	3,445[1]	238	975	1,374	250	2,690	2,091	28.6	9,576	1,331	8000 - 8999	UNDER 1000
CHITTENDEN	460	646	40	730	53	196	353	44	2,831	2,358	20.1	9,218	2,882	8000 - 8999	UNDER 1000
CLARENDON	1,091	1,537	41	1,896	174	404	818	141	3,184	2,645	20.4	9,276	2,211	8000 - 8999	3000 - 3999
DANBY	891	910	2	940	78	311	436	85	2,000	1,665	20.1	6,697	4,020	6000 - 6999	2000 - 2999
FAIR HAVEN	2,378	2,777	17	2,810	221	869	1,281	406	2,681	2,201	21.8	7,849	2,627	7000 - 7999	2000 - 2999
HUBBARDTON	238	228	-4	262	19	59	117	33	NA	2,445	NA	9,103	3,406	8000 - 8999	4000 - 4999
IRA	220	284	29	280	32	75	145	32	NA	2,687	NA	8,874	7,036	8000 - 8999	6000 - 6999
MENDON	461	743	61	780	75	231	378	59	4,243	3,533	20.1	11,929	3,116	9000 - 9999	2000 - 2999
MIDDLETOWN SP.	381	426	12	494	38	133	195	60	NA	1,998	NA	5,644	3,597	5000 - 5999	3000 - 3999
MOUNT HOLLY	517	687	33	797	55	206	333	93	3,278	2,729	20.1	31,790	2,663	9000 - 9999	1000 - 1999
MOUNT TABOR	165	184	11	183	15	41	106	22	NA	3,789	NA	13,968	5,025	8000 - 8999	2000 - 2999
PAWLET	1,112	1,184	6	1,198	97	371	576	140	2,928	2,720	7.6	9,544	2,257	7000 - 7999	1000 - 1999
PITTSFORD	2,225	2,306	4	2,397	196	729	1,116	265	3,870	3,163	22.4	12,060	2,633	10000 - 11999	1000 - 1999
POULTNEY	3,009	3,217	7	3,176[1]	207	1,313	1,340	357	2,636	2,154	22.4	8,542	1,332	8000 - 8999	UNDER 1000
PROCTOR	2,102	2,095	< 1	2,160	169	602	1,020	304	2,970	2,619	13.4	9,135	3,169	8000 - 8999	1000 - 1999
RUTLAND CITY	18,325	19,293	5	19,575	1,571	5,411	9,594	2,717	3,445	2,812	22.5	9,808	3,235	8000 - 8999	2000 - 2999
RUTLAND TOWN	1,542	2,248	43	2,537	229	636	1,183	200	3,087	2,854	8.2	10,020	2,257	10000 - 11999	1000 - 1999
SHERBURNE	266	558	110	596	48	160	318	33	3,564	2,968	20.1	12,413	4,608	10000 - 11999	3000 - 3999
SHREWSBURY	445	570	28	663	55	152	314	49	2,690	2,240	20.1	8,819	3,716	7000 - 7999	2000 - 2999
SUDBURY	249	253	2	263	18	68	130	37	NA	1,888	NA	6,331	2,568	6000 - 6999	3000 - 3999
TINMOUTH	228	268	17	330	26	82	130	30	NA	1,457	NA	7,176	375	6000 - 6999	UNDER 1000
WALLINGFORD	1,439	1,676	16	1,639	142	543	828	163	3,176	2,567	23.7	9,774	2,232	9000 - 9999	2000 - 2999
WELLS	419	560	34	658	57	155	277	71	3,203	2,667	20.1	9,120	3,010	9000 - 9999	1000 - 1999
WEST HAVEN	220	240	9	257	28	74	117	21	NA	1,593	NA	6,186	225	3000 - 3999	UNDER 1000
WEST RUTLAND	2,302	2,381	3	2,270	225	631	1,252	273	3,243	2,697	20.2	9,471	3,274	8000 - 8999	2000 - 2999

REGION [3]	46,465	52,388	12.8	54,900	8%	30%	49%	12%	$3,127.	$2,580.	21.2	$ 9,760.	$2,592.	$8,430.	$1,663.
STATE	389,881	444,330	14.0	465,800	9%	31%	50%	11%	$3,349.	$2,772.	20.8	$10,099.	$2,972.	$8,929.	$1,842.

MAP

RUTLAND REGION

COMMERCIAL CENTERS


BRANDON
SUDBURY
PITTSFIELD
CHITTENDEN
BENSON
HUBBARDTON
PITTSFORD
SHERBURNE
PROCTOR
RUTLAND
MENDON
WEST HAVEN
FAIR HAVEN
CASTLETON
WEST RUTLAND
RUTLAND
TOWN
IRA
CLARENDON
SHREWSBURY
POULTNEY
MIDDLETOWN SPRINGS
WELLS
TINMOUTH
WALLINGFORD
MT. HOLLY
PAWLET
DANBY
MT. TABOR
N
● PEOPLE GO ELSEWHERE TO SHOP
ATTRACTS LOCAL SHOPPERS ONLY
ATTRACTS SHOPPERS WITHIN 10 mi. RADIUS
ATTRACTS SHOPPERS WITHIN 40 mi. RADIUS

RUTLAND REGIONAL PLANNING COMMISSION

COMMUNITY PROFILES

TABL

TOWN	ACRES	GOVERNMENTAL STRUCTURE	PLANNING STATUS			FIRE		PERMANENT POLICE PERSONNEL[2]	WATER SYSTEMS[3]						SEWER UTILITIES		
			PLAN	ZONING	SUB.	RATING	PERSONNEL[1]		POP SERVED	SOURCE[4]	AVG.DAILY DEMAND	CAPACITY	NUMBER of SYSTEMS PUB or COOP	NUMBER of SYSTEMS PRIVATE	TYPE	DESIGN CAP.	CURRENT USEAGE
BENSON	29,312	SELECTMEN (5)	X			10F	V								SECONDARY	17,000	5,30
BRANDON	25,152	TOWN MANAGER/ SELECTMEN (5)	X	X		7D	V	3	4,300	A-B	300,000	720,000	1		SECONDARY	700,000	478,00
CASTLETON	26,688	TOWN MANAGER/ SELECTMEN (5)	X	X		7D	V	2	2,050	B-C-D	150,350	220,320	1	2	SECONDARY	360,000	104,00
CHITTENDEN	46,336	SELECTMEN (3)		X		10F	V										
CLARENDON	20,032	SELECTMEN (3)				10F	V		192	D	14,240	23,040		3			
DANBY	26,496	SELECTMEN (3)				9F	V		800	E	60,000	60,000	1				
FAIR HAVEN	11,008	TOWN MANAGER/ SELECTMEN (5)	X	X		8D	V	2	2,439	C-F	300,000	560,000	1		SECONDARY	200,000	360,00
HUBBARDTON	18,112	SELECTMEN (3)				10F	V		200	D	3,000	11,520		1			
IRA	14,400	SELECTMEN (3)	X			10F	—										
MENDON	21,568	SELECTMEN (3)	X	X	X	10F	—		122	D-E	7,440	97,920	1	1			
MIDDLETOWN SPR.	14,528	SELECTMEN (3)	X			10F	V										
MOUNT HOLLY	30,848	SELECTMEN (3)	X		X	10F	V										
MOUNT TABOR	28,032	SELECTMEN (3)				9E-F	V		SERVED BY DANBY WATER SYSTEM								
PAWLET	27,648	SELECTMEN (3)	X	X		10E	V										
PITTSFORD	27,520	TRUSTEES (3) SELECTMEN (3)	X	X		8D	V		1,770	E	110,200	NA	1	1	SECONDARY	70,000	69,00
POULTNEY	28,076	TOWN MANAGER/ SELECTMEN (5) TRUSTEES (5)	X	X	X	7D	V	2	1,729	B	400,000	504,000	1		SECONDARY	300,000	310,00
PROCTOR	4,800	SELECTMEN (3)	X	X		6C	V	1	2,960	A-E	500,000	NA	1		PRIMARY[6]	266,000	226,00
RUTLAND CITY	4,300	MAYOR/ ALDERMEN (11)	X	X	X	4B	33 reg. 10 vol.	43	19,007	F	4,500,000	7,000,000	1		PRIMARY[6]	5,000,000	5,180,00
RUTLAND TOWN	12,608	SELECTMEN (3)		X		9E	V		730	A-D-E	62,500	396,680	3	6	PRIMARY[6]	27,000	15,00
SHERBURNE	30,976	TOWN MANAGER/ SELECTMEN (3)	X	X		9E	V		328	D	21,800	76,000	1	1			
SHREWSBURY	34,432	SELECTMEN (3)	X	X	X	10F	V		80	E	8,000	NA		1			
SUDBURY	14,272	SELECTMEN (3)	X	X		10F	—										
TINMOUTH	18,240	SELECTMEN (3)	X	X		10F	V										
WALLINGFORD	27,136	SELECTMEN (3)	X	X	X	7D	V		1,180	A-E	70,000	1,200,000	2		SECONDARY	90,000	57,00
WELLS	14,976	SELECTMEN (3)		X		10F	V	1									
WEST HAVEN	17,984	SELECTMEN (3)	X	X		10F	—										
WEST RUTLAND	10,944	SELECTMEN (3)	X			8D	V		1,850	A B	185,000	432,000	1		SECONDARY	250,000	167,00

ELEMENTARY and SECONDARY SCHOOLS
NUMBER & ENROLLMENT by TOWNS
SEPTEMBER 1974

TOWN	ELEMENTARY			SECONDARY		
	GRADES	NO. of BLDGS.	ENROLLMENT	GRADES	SCHOOL	ENROLLMENT
BENSON	K-8	2	93	9-12	FAIR HAVEN UHSD	44
BRANDON	K-6	4	460	7-12	OTTER VALLEY UHSD	389
CASTLETON	K-8	2	426	9-12	FAIR HAVEN UHSD	192
CHITTENDEN	K-8	1[a]	160	9-12	*	74
CLARENDON	1-6	1	343	7-12	*	121[b]
DANBY	1-8	USD# 23	176	9-12	*	83
FAIR HAVEN	K-8	1	462	9-12	FAIR HAVEN UHSD	260
HUBBARDTON	1-6	*	47	7-12	*	36
IRA	1-4 5-6	1 *	21	7-12	WEST RUTLAND	26
MENDON	K-8	1[a]	153	9-12	*	58
MIDDLETOWN SPR.	1-8	1	77	9-12	*	39
MOUNT HOLLY	K-6	1	105	7-12	BLACK RIVER HIGH SCHOOL	105
MOUNT TABOR	1-8	USD# 23	34	9-12	BURR AND BURTON	11
PAWLET	1-6	2	152	7-12	*	148
PITTSFORD	1-6	1	289	7-12	OTTER VALLEY UHSD	297
POULTNEY	K-6	1	333	7-12	1	317
PROCTOR	K-6	1	286	7-12	1	242
RUTLAND CITY	K-6	8	1985	7-12	1	1646
RUTLAND TOWN	K-8	2	577	9-12	*	217
SHERBURNE	K-6	1	95	7-12	*	90
SHREWSBURY	1-6	2	92	7-12	*	68[b]
SUDBURY	1-6	*	35	7-12	OTTER VALLEY UHSD	28
TINMOUTH	1-8	1	67	9-12	*	12
WALLINGFORD	K-6	1	237	7-12	*	203[b]
WELLS	1-6	1	72	7-12	*	71
WEST HAVEN	1-8	1	43	9-12	FAIR HAVEN UHSD	24
WEST RUTLAND	K-6	1[c]	224	7-12	1[c]	235

*TUITIONED TO OTHER SCHOOLS

Probably one of the most influential documents projecting the future growth of Castleton State College can be found in the institution's service delivery plan.* The introduction indicates that the college could grow to a total of 3,000 students by 1989 if the institution's natural growth in southern Vermont is not blocked. It outlines the major problem of the future as a lack of the financial support which would allow the college to continue its open access. If funds are not made available to meet the growing demands in terms of course requests and student numbers, it would only be logical to modify the open access policy, thereby reducing the need for remediation courses and also reducing the number of students who will demand more of the resources of the college.

The plan analyzes the client groups that will have a future impact, such as older adult students, as well as younger students. It also considers special client groups such as teachers, enrichment seekers, nurses, human and social service workers, business people and handicapped groups.

The plan then describes the services that should be provided and the method of delivery of those services. It goes on to consider the strategy for delivery of the services and the possible new programs that may be needed are as follows:

---

*See Appendix G, pages 122-129.

TABLE 2

POSSIBLE NEW CURRICULUM PROGRAMS[37]

Fields	New Programs
Health and Medical	Athletic Training, Health Administration
Business	MBA, Secretarial Science
Education	Health Education, Adult Education
Social Sciences	Administration, Public Planning

One of the most controversial aspects of the plan deals with territorial reach or what might be called spheres of influence.

> Castleton State College's territory should be from Vergennes in Addison County, south including all of Bennington, Rutland, Windham and Windsor Counties. Within this territory Castleton should be responsible for the delivery of general and program services. In addition it should be understood that the service area for the college's distinctive programs should be the entire state. These last would be delivered with the cooperation of the VSC component in whose territory the service is requested or rendered.
>
> In each of the counties Castleton could eventually establish a center. The options include renting commercial space and having to adapt it to our particular needs or contracting with Union High Schools for space, equipment, and services . . .
>
> The extension of outreach services throughout the five-county area would greatly facilitate our visibility and ability to recruit regular students in these counties . . .[38]

Thus is described the major section of the long range plan for Castleton that will maximize its growth potential in the next ten years, while having indirect repercussions in many related areas. This aspect of the plan of spheres of influence puts Castleton State College in a confrontation position with the major institution attempting to service the entire state, The University of Vermont.

The following mission statements and stated basic functions of Castleton State College were developed by the Academic Planning Coordinating Committee, made up of faculty, students, administration and staff during the 1977-1978 academic year. The mission statements were then submitted to the Castleton Faculty Assembly and approved.

MISSION

> The objective of Castleton State College is to provide to as widespread and diverse a group of people as possible a high quality, broadly based, liberal education on both the undergraduate and graduate levels. This objective is accomplished by:
>
> 1. A variety of learning situations which include residential, commuter-oriented, and community based.
> 2. Both liberal arts and professional programs.
> 3. Both innovative and traditional approaches to learning.

BASIC FUNCTIONS

> Castleton State College is committed to carrying out each of the following functions:
>
> 1. To serve the people and the State of Vermont, particularly those in the southern counties, by helping them to satisfy their aspirations and needs for higher education.
> 2. To establish and maintain those graduate programs which are of high quality and consistent with its philosophy and resources.
> 3. To provide higher educational opportunities for all who seek them and who are academically qualified.[39]

Although the basic functions of Castleton State College include an additional nine points, the three previous functions are those directly affecting the purposes of this practicum.

The potential of conflict that exists in terms of providing higher educational services to Vermont is most evident in the stated missions of Castleton State College and the University of Vermont. Castleton's primary mission indicates service to southern Vermont and seems to infer secondarily to the citizens of the entire state. However, the University of Vermont indicates that it is, "always mindful of its continuing mission to serve the citizens of Vermont. In fact, the State dominates University activities today in greater measure than ever before."[40]

One of the reasons that the University feels obligated to service the entire state of Vermont is because it offers 122 undergraduate programs, 50% of which are not offered in any other public higher educational institution in the State. The University perceives its mission as reaching beyond the campus and offering its,

> resources of people and facilities, and teaching and research programs form the base for substantial and diverse services to the state. Many are provided formally through special outreach programs of colleges and schools . . .[41]

The following societal factors are found in Castleton's Long Range Plans and represent the written position of the institution on the topic.

STUDENT PROFILE

a. Castleton has students with a wide range of intellectual abilities.

b. Many Castleton students are provincial and relatively uncultured.

c. Many Castleton students, because they are part-time, work and commute, view education as primarily a matter of class attendance only.

d. There are increasing numbers of part-time, off campus, and older students.

e. Castleton has open-admissions for Vermont students and requirements for out-of-state students. There is movement between day and evening class enrollment, full and part-time status. There is movement in and out of the institution because of problems with retention.[42]

FINANCES

a. The college's operating budget is approximately $3,770,000 (1977-78). Of this amount, $1,355,415 comes from state appropriation and most of the remainder from tuition and fees.

b. The institution is underfinanced, and therefore, cannot keep up with inflation and maintenance needs.

c. Significant capital expenditure is still needed and anticipated.

d. Future budgetary increases are likely from increases in appropriation, tuition and fees and a better developed program of seeking grants and donations.[43]

COMMUNITY AND PUBLIC RELATIONS

a. Castleton suffers from a poor image, and its role is misunderstood.

b. Efforts to serve the community could be more extensive.

c. Alumni are not made sufficiently aware of changes, activities and needs of the college and of their ongoing responsibility for its quality and support.

POLITICS WITHIN THE SYSTEM

a. Vermont State College provides inadequate support for the college.

b. Too often appointments to the Board of Trustees of the Vermont State College do not sufficiently understand higher education or get to know the colleges within the system. This prevents them from making good policy decisions.

c. Attempts to have centralized computing have been expensive, technologically frustrated and detrimental to the operation of the college.

d. The system's approach to the legislature, Governor, and public fails to achieve understanding and secure support.

e. The system functions and serves most effectively when the college presidents are directly involved in the decision making of the board; while the chancellor serves to coordinate this relationship, to implement the board's decisions, and to solicit the necessary public support.[44]

When Castleton State College completed its institutional goals inventory in 1977 it found agreement among trustees, students, faculty, administration, alumni and staff that priorities of the college should be as follows:

1. Freedom- the rights of faculty and students in the classroom, politically and lifestyle. (Process Goal)
2. Academic Development- the acquisition of general and specialized knowledge, preparation for advanced study and high intellectual standards. (Outcome Goal)
3. Community- faculty commitment to the institution, open and condid communication, airing differences and mutual trust and respect. (Process Goal)
4. Democratic Governance- Decentralized decision-making, participation and responsiveness to concern. (Process Goal)[45] (See Appendix F, pages 118-120)

The following table shows Governor Snelling's projected capital outlay for the Vermont State Colleges within the next nine years.

TABLE 3

CAPITAL OUTLAY PROJECTED NEEDS
FISCAL YEARS 1979-1988[46]

VERMONT STATE COLLEGES	FY 79	FY 80	FY 81	FY 82	FY 83
Energy Conservation	374,000	274,500	25,000	25,000	25,000
Barrier Removal	0	254,800	228,300	25,000	25,000
Castleton gym addition					1,397,800
Castleton Woodruff replacement	EXCLUDED				3,340,300
Johnson gym addition					
Johnson library addition					
VTC library addition					
Lyndon gym addition					
Lyndon library addition					
VTC campus center					
Other maintenance, repair and construction projects	325,000	137,300	96,500	133,100	661,300

TABLE 3 (cont'd)

VERMONT STATE COLLEGES	FY 84	FY 85	FY 86	FY 87	FY 88
Energy Conservation	25,000	25,000	25,000	25,000	25,000
Barrier Removal	25,000	25,000	25,000	25,000	25,000
Castleton gym addition	0	0	0		
Castleton Woodruff replacement					
Johnson gym addition	1,509,600	0	0		
Johnson library addition		0	840,100		
VTC library addition		907,600			
Lyndon gym addition		1,304,100			
Lyndon library addition		0		816,800	
VTC campus center		0		0	1,859,400
Other maintenance, repair and consturction projects	139,800	0	37,400	85,200	0

The following pages include the list of questions that were discussed during the informal interviews, and summaries of those interviews with the following Castleton State College personnel and the statements they made during the interview.

1. Leonard Johnson, Director of Student Teaching, 1960-1979, interviewed February 16, 1979.
2. Dr. Holman Jordan, Assistant to the President and faculty member 1965-1979, interviewed February 22, 1979.
3. Kevin Coveney, Director of Admissions, 1977-1979, interviewed February 22, 1979.*

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*For detailed notes of these interviews, See Appendixes C through E, pages 111-117.

ORAL INTERVIEW QUESTIONS

The following are some of the questions that were asked during the oral interviews. The intent of the questions were to simply stimulate the discussion of the topic of societal factors influencing the growth and development of Castleton State College and in no way were meant to be a limiting or comprehensive review of the topic.

1. What do you see as the two or three major social problems that will influence the growth and development of Castleton State College in the future?

2. How do you define the Castleton State College community and what geographical area would you include in its service area?

3. How do you see the profile of the Castleton State College student and how do you see it influencing Castleton's growth and development?

4. How do you envision Castleton State College in the year 1990 in terms of the kind of institution it will be and the services it will be providing to the community?

5. What additional question pertaining to societal factors influencing Castleton's growth and development would you ask and how would you answer it?

6. What has been the political process used to achieve the missions and goals of Castleton State College?

7. What are your thoughts and reactions to the present funding formula of the Vermont State Colleges and do you think it will be changed in the near future?

The majority of the interviewees agreed that the financial and their related political problems are the major societal problems facing Castleton State College. They also felt that there was a need to reverse the poor public image of the institution and that this might be best accomplished through some type of public relations program.

All of the individuals questioned viewed Castleton as a regional college responsible for servicing at least a thirty mile radius and most often the southern counties of Vermont. There were some feelings on the part of specific individuals that the service mission of the institution, because of particularly strong programs like nursing and elementary education, should include the entire state.

To the third question, regarding the student profile, the majority interviewed felt that the present Castleton student was not teacher preparation oriented, therefore provided a broader base in student characteristics. In fact, the diversity of Castleton students, despite the fact that they have the usual spectrum of strengths and weaknesses of all higher education students, was a positive factor for the college. All interviewees felt that the in-state student had some problems with low aspirations that presented motivational difficulties in the classroom.

It was unanimously agreed by all of the individuals that Castleton State College will continue to grow in the next ten years to meet the needs of southern Vermont no matter what happened in terms of finances, politics, etc.. The feeling was that the extent to which this continued growth would take place will depend upon many of the societal factors described earlier, but there was no question that some degree of growth will continue through 1990. There was some difference of opinion regarding the administrative structure in which this growth will take place, as a continuing member of the State College system or as an independent institution in some form, within the State College system or outside as a private institution.

In terms of the political process that has occurred in the past, most of the individuals interviewed believed that as a public institution some degree of political activity had been necessary, but most felt that with the tighter financial limitations the political maneuvering necessary just to maintain the "status quo" was becoming much more extensive.

All of the persons interviewed felt that the present Vermont State College funding formula to each of its member institutions was to Castleton's disadvantage and has been so for the last several years. However, several individuals pointed out that the under funding of the system in general and that the chancellor's office was presently considering alternative funding patterns and formulas for the future.

The typical Castleton State College student entering during the 1978-1979 academic year had an SAT score of 390 verbal and 420 mathematical. They ranked in the top 60% of their graduating class and had a high school average of C+ to B-. (See Appendix E, pages 116-117)

In general, based on several recent studies of Vermont graduating high school seniors, Castleton could not anticipate enrolling more than a maximum of 12% of the in-state seniors.

TABLE 4

STUDENTS PLANNING COLLEGE
VERMONT HIGH SCHOOL
GRADUATES[47]

	Class of 1977 Total Percent	S.P.E.C. Class of 1978 Total Percent
Institution		
In-State		
Public University (UVM)	26	26
4-Year Public College	13	12
4-Year Private College	6	7
2-Year/Other	16	19
TOTAL In-State	61	64

TABLE 5

VERMONT HIGH SCHOOL COLLEGE-BOUND SENIORS
CLASS OF 1978[48]

Institutions Students are Most Likely to Attend

Vermont Four-Year Institutions	Students	Percent
Bennington College	8	0
Castleton State College	151	6
College of St. Joseph the Provider	20	1
Goddard College	2	0
Green Mountain College	17	1
Johnson State College	90	3
Lyndon State College	80	3
Mark Hopkins College	1	0
Marlboro College	1	0
Middlebury College	28	1
Norwich University	33	1
Royalton College	--	-
St. Michael's College	18	1
School for International Living	2	0
Southern Vermont College	9	0
Trinity College	37	1
University of Vermont	660	26
TOTAL	1151	45
Out-of-State 4-year Institution	689	27
GRAND TOTAL	1840	72

As a result of William Kuehn's survey done in his Research and Methods of Sociology class, it was found that 55% of regular, full-time students (12 credits or more) live in Residence Halls on-campus and 45% of Castleton's full-time students live off-campus. Of the off-campus students, 40% live with friends, 15% live by themselves, 35% live with their parents and only 10% with their spouses.[49]

The following tables on Castleton State College's student profiles were also done in Kuehn's class survey.

TABLE 6

CASTLETON STATE COLLEGE
STUDENT PROFILE

COMMUTERS DISTANCE FROM COLLEGE[50]

Distance Away	Percentage of Students
Castleton Village	18.18
less than 5 miles	10.23
5-9 miles	17.05
10-14 miles	26.14
15-19 miles	9.09
20-39 miles	13.64
40-59 miles	4.55
60+	1.14

Of the 55.77% of students that worked in addition to their full-time studies, 44% worked on-campus and 50% were employed off-campus.

TABLE 7

STUDENT HOURS WORKED PER WEEK[51]

Hours Worked	Percentage of students
less than 10	21.43
10-19	52.04
20-29	22.45
30-39	2.04
40+	2.04

TABLE 8

AGE OF CASTLETON STATE COLLEGE FULL-TIME STUDENTS[52]

Age in Years	Percentage of students
16-17	2.58
18-19	35.05
20-21	41.75
22-23	10.82
24-25	3.61
26-27	1.55
28-40	3.09
40+	1.55

TABLE 9

WHAT CASTLETON STATE COLLEGE STUDENTS CONSIDERED THE BEST AND WORST ABOUT THE COLLEGE[53]

Characteristic	Percentage of Students Thought Best	Percentage of Students Thought Worst
Faculty and courses	31.75	13.17
Social Life	11.64	11.68
Campus Life	2.12	17.37
Location	17.46	6.59
Financial Aid	1.06	2.40
People	12.17	2.99
Other*	23.81	41.92

*Other has not been analyzed

Additional characteristics of Castleton State College students found as a result of the survey were as follows:

1. 74% of the students favor open admissions.
2. 76.81% found class work as they expected or better, primarily because of faculty preparation.
3. 70% found their advisors helpful and 45% consulted them once a semester or less.
4. 53.23% found the food worse than they expected.
5. 52.75% found Student Association events as they expected. 47.25% did not. 81.82% desired more. 50.77% partied off-campus.
6. 60.31% felt secure to walk on-campus.
7. 69.23% had never seen a college counselor.
8. 52.31% had never used the college health services.
9. 73.33% had access to a car.

10. the students spend their weekends as follows:

    15.46% Always on-campus
    31.44% Often on-campus
    26.80% Infrequently on-campus
    26.29% Never on-campus

11. The majority of students found the academic environment as they had expected in terms of work required, amount of studying necessary and class participation.

12. 48% of the students questioned used the library daily of several times a week. 6.70% never used it. 82.50% found the library half helpful. 23.53% said the materials they needed were always there. 14.27% said it was never there.[54]

In the class of 1978, there were 3,016 Vermont high school seniors who graduated and 1,930 (64%) who chose a college within the State of Vermont. Of that 64%, 724 (24%) indicated their first choice was UVM and 512 (17%) stated that one of the Vermont State Colleges was their first choice.

The major considerations for deciding what institution the graduates would attend were as follows:

1. good reputation in applicant's field
2. student can get admitted
3. student can get financial aid; this was more important than how expensive the school was.

The two most decisive factors that influenced whether a student would attend college were the parents' influence and the individual student's self-perception.[55]

The following table describes the profile of graduate students enrolled in the M.A.E. program at Castleton State College in the administration emphasis from 1973 to 1978.[56]

Although this provides a student profile of only the second largest emphasis in the graduate program, it is the opinion of Dr. Walter Reuling, Director of Continuing Education and Graduate Studies, that it, in general, represents characteristics evident in all emphases of the Castleton graduate program.

TABLE 10

PROFILE OF GRADUATE STUDENTS ENROLLED IN THE M.A.E. PROGRAM AT C.S.C. WITH AN EMPHASIS IN LEADERSHIP - ADMINISTRATION 1973-1978[57]

SEX	AGE	EMPLOYER	POSITION	EXP	INDEX	GPA	UG/INS
M	24	Brandon	Music H.S.	2	3.50	3.43	Castleton State
M	27	Poultney	P.E.- H.S.	4	3.00	2.85	Springfield, Mass.
M	49	Rutland C.V.	Admin-Ed.	8	3.15	2.60	Syracuse University
F	37	Castleton	Teacher 3	5	3.60	2.38	Castleton State
F	29	Castleton	Team L. 1	7	3.83	2.91	Castleton State
M	58	Comstock, N.Y.	Teacher	6	3.33	2.16	Union College
M	26	Wells	Principal Elem.	4	3.17	2.53	Castleton State
M	26	Bennington	Pupil Person.	5	3.33	2.79	Castleton State
M	31	Fair Haven	Engl. H.S.	9	3.36	2.50	Castleton State
F	26	Poultney	Teacher 5	4	3.12	3.40	Castleton State
M	26	Rutland Town	Teacher 4	4	3.25	3.01	Castleton State
F	34	Rutland	Asst. Prin. H.S.	9	4.00	3.27	UVM (Phi Beta)
F	33	Glens Falls, N.Y.	Home	3	3.75	2.80	Ithaca College
M	49	Randolph	Voc. C. H.S.	8	3.33	2.80	Norwich University
M	25	Brandon	Teacher 6	4	3.50	2.57	Westfield S.C.
F	32	Rutland	Engl. H.S.	8	3.79	2.74	Central Conn.
M	31	Rutland	Principal Elem.	8	3.33	3.60	Castleton State
F	28	Castleton	Team L. 3	6	3.36	2.83	Castleton State

TABLE 10 (cont'd)

SEX	AGE	EMPLOYER	POSITION	EXP	INDEX	GPA	UG/INS
M	32	Clarendon	Principal Elem.	10	3.70	2.59	Castleton State
F	32	Proctor	Principal Elem.	11	3.33	2.39	Castleton State
F	43	Wallingford	Principal Elem.	20	3.52	3.07	Cleveland State
M	33	West Haven	Principal Elem.	11	3.22	2.30	Castleton State
M	38	Rutland	VAC	8	2.70	3.13	Castleton State
M	41	Clarendon	Asst. Prin. H.S.	11	3.83	3.20	St. John's
M	31	Rutland Town	Teacher 6	4	2.75	3.23	Castleton State
M	35	Danby	Teacher 8	12	3.52	2.80	Castleton State
F	27	Proctor	Art H.S.	3	2.82	3.36	Castleton State
M	43	Granville, N.Y.	Math Coord.	16	3.41	2.00	Castleton State
M	32	Brandon	Teacher 6	8	3.33	2.13	Castleton State
M	31	Glens Falls, N.Y.	Teacher JH	8	3.00	2.90	Cast;eton State
M	31	Glens Falls, N.Y.	Teacher 4	8	3.25	2.92	Castleton State
F	41	Hudson Falls, N.Y.	Sc. H.S.	2	3.56		Bennington
F	27	Castleton	Dir. Day Care	6	3.70	3.67	Goddard
M	28	Bristol	Ass. Prin. H.S.	5	3.00	2.10	Oneonta S.C. N.Y.
M	27	Bellows Falls	Math H.S.	5	3.77	3.16	Castleton State
M	31	Brandon	Ass. Supt. T.S.	7	3.00	2.41	Ottowa U., Kansas
F	39	Castleton	Dir. Fine Arts	4	3.42	2.40	Bridgewater, Mass.
M	44	Bradford	Principal Elem.	10	3.00	3.11	Gorham/U. Maine

TABLE 10 (cont'd)

SEX	AGE	EMPLOYER	POSITION	EXP	INDEX	GPA	UG/INS
M	31	Bristol	P.E.- H.S.	4	2.17		Brockport, N.Y.
M	44	Chester	Int. Asst. Supt.	2	3.85	2.80	Geo.-town C.,
M	48	F. Edwards, N.Y.	Prin. JH	17	3.16	2.65	Castleton State
M	36	Proctor	Teacher 6	15	3.15	2.05	Castleton State
M	35	Shoreham	Principal Elem.	8	3.33	2.59	Castleton State
F	32	Brandon	Prin. Tr. Sch.	9	3.43	3.00	Bennington
M	31	Rutland	P.E.- Elem. Ed.	9	3.61	2.07	Cortland, N.Y.
M	36	West Rutland	Prin. H.S.	9	3.29	2.61	Pembroke S.,
M	28	Rutland Town	Asst. Prin.	8	3.71	3.17	Castleton State
M	32	Castleton	Team L- 6	10	3.20	2.37	Castleton State
M	34	Rutland Town	Read. JH	8	3.45	2.21	Univ. Vermont
M	41	Argyle, N.Y.	Acting Prin.	15	3.25	2.50	Plattsburg S., N.Y.
F	52	Fair Haven	Media Coord.	11	3.52	3.15	Univ. of Vermont
F	40	Bridgewater	Principal Elem.	18	3.00	2.10	Castleton State
F	47	Bennington	Principal Elem.	23	3.40	2.90	Castleton State
M	32	Windham	Asst. Supt.	11	3.86	2.80	Castleton State
M	38	Brandon	Guid. H.S.	15	4.00	2.20	Univ. of Vermont
M	32	Springfield	Coor. Dist. E.	8	3.75	2.68]	Salem St., MA
M	26	Bennington	Teacher 5	4	4.00	3.15	N. Adams, MA

TABLE 10 (cont'd)

SEX	AGE	EMPLOYER	POSITION	EXP	INDEX	GPA	UG/INS
F	31	Castleton	Team L 2	9	2.86	2.20	Castleton State
M	31	Orwell	Teacher JH	6	3.10	2.73	Lyndon State
M	29	West Rutland	Asst. Prin.	7	3.42	2.31	Castleton State
M	43	Montpelier	Dir. Job Pl. St. Ed. Dept.	9	3.10	2.60	C.W. Post, N.Y.
M	27	Albany, N.Y.	Dir. Prisons	4	3.43	3.32	St. Joe
F	40	Poultney	Ass. Prin. H.S.	3	3.70	3.88	Johnson State

SUMMARY OF DATA

Male	44
Female	20
TOTAL	64

Present Admin.	37
Since Enrolling	17

UN/GPA

Low 2.00
2.79
High 3.88

GRAD/GPA

Low 2.17
3.36
High 4.00

Undergraduate Institution

CSC- 34 (53%)

Other- 30 (47%)

TABLE 11

CASTLETON STATE COLLEGE
ENROLLMENTS 1957-1979

YEARS	ENROLLMENT	
1957-58	246	
1958-59	344	
1959-60	380	
1960-61	389	
1961-62	506	
1962-63	525	
1963-64	560	
1964-65	635	
1965-66	730	
1966-67	790	
1967-68	840	
1968-69	910	
1969-70	950	
1970-71	1050	
1971-72	1205	
1972-73	1219	
1973-74	1251	
1974-75	1300	
1975-76	1350	
1976-77	1377	
1977-78	1405	
1978-79	1486	(2238 includes part-time)
1979-80	1623	projected

*James Gilbert, Castleton State College Enrollment Reports. Castleton, Vermont, February, 1979.

Much of the State Colleges' political and financial problems are closely interwoven. Some of the financial problems of the state college system seem to have been alleviated by some recent political decisions. In a 9-2 vote, the Vermont House of Representatives Appropriations Committee decided to recommend the elimination of the Community College which had been budgeted for $761,000 for next year. This decision, if approved by the rest of the Legislature, would allow $500,000 extra for the Vermont Student Assistance Corporation to provide extra scholarship funds for Vermont students that will compensate for any needed tuition increase at the State Colleges. The rest of the funds which had been earmarked for the Community College would go directly to the other State Colleges for expansion of their adult education outreach programs.[58]

The Appropriations Committee chairman, Rep. Henry Carse, indicated that "The feeling was that it would be less traumatic to drop the Community College than to drop Lyndon State College."[59] Carse, as well as some other representatives on the committee, felt that their decision would relieve some of the financial problems of the state colleges and reduce some of the duplication between non-campus Community College and the campus-based Lyndon State College. Representative Robert Graf, a powerful and experienced member of the committee stated that,

> We've got a lot of programs in this state that aren't worth a damn and we've got some good programs. I'd hate to see Castleton State College become a mediocre school because of financial reasons.[60]

Dr. Richard Bjork, the Chancellor of the Vermont State Colleges seemed very surprised by the committee's decision and indicated that he would plan to get it reversed when the state budget goes before the Vermont Senate. He was supported by Mr. Peter Smith, founder and former president of the Community Colleges, unsuccessful Republician candidate for the Lieutenant Governor and more recently a possible candidate for the Vermont Republician Party. Smith was amazed at the decision and felt there should have been a public hearing before the committee made its decision.[61]

The climax of this study on the societal problems influencing the growth of Castleton State College occurred when its president, Dr. Donald Wilson, announced his resignation on February 24, 1979 to become president of the Southampton Center of Long Island University in New York State, effective June 1st. Although President Wilson indicated that his decision, "was not 'a protest' or an indication of dissatisfaction with the system" he gave a negative and dismal view of the Vermont State Colleges' system unless major changes occur.[62]

He went on to say that if the Vermont Legislature does not decide to fund the Vermont State Colleges at a higher level than the 36% it has had the past several years, instead of the 65% that is needed, the institutions will become very narrow and non-competitive with the private colleges within the state and all of the higher educational institutions outside the state. To meet this needed increase in state aid the Legislature would have to increase the state colleges' appropriation by 15 percent.

Wilson indicated his belief that because Vermont ranks nationally in terms of aid to higher education, it will ultimately force the average Vermonter to suffer by denying him a college education and simply is not in the best interests of the state.

President Wilson went on to say that he did not think that some of the legislators realized the fine resource base that the colleges provide for both industry and business. He noted that the various demands and needs made on the colleges by the state and communities, along with reduced funding, make the administration of the institutions and programs very difficult.[63]

An editorial in the Rutland Herald discussing Dr. Donald Wilson's resignation as president of Castleton State College indicated that he is a man of broad talents, that his decision will leave a leadership vacuum and will compound the existing staff morale problem at the college. The article pointed out that although President Wilson had stated that he was not leaving Castleton because of its problems, he did feel that the new presidency at Southampton College of Long Island University, a private higher educational institution, would allow him to develop a university of high quality. The article goes on to state that it was President Wilson who earlier had suggested the closing of the Community College as a means to alleviate the financial problems of the Vermont

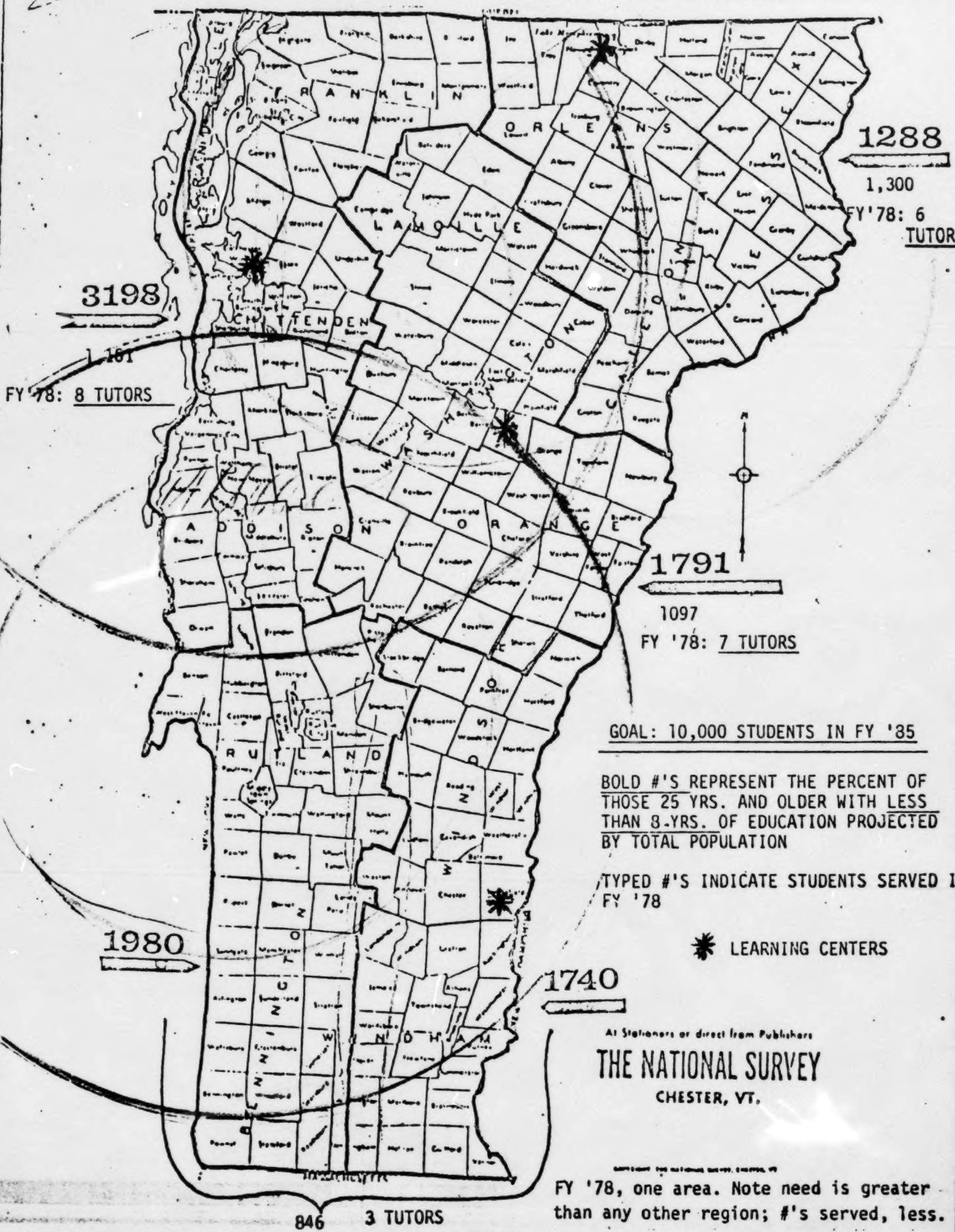
State Colleges. This evidence of leadership on his part a year before the difficult decision was actually faced by the Legislature showed his ability to stand alone in addressing some complex financial problems of the State Colleges.

The editorial summarizes many of the problems of the Vermont State Colleges, and of Castleton in particular, when the article stated that the ability of the citizens of Vermont to pay taxes to support their educational system is the major limiting force in preventing the educational institutions from providing the best possible quality of education. "Leadership changes in the State Colleges are at (sic), a symptom of the financial pressures on higher education nationwide. It is not the chief indicator of their educational quality but is probably one of the vital signs of educational health."[64]

As noted in the previously discussed article, one of the perceived needs on the part of the Legislature and various other state officials is the expansion of the State Colleges' adult education outreach programs. This need is most obvious in the southwestern part of Vermont, the primary sphere of influence of Castleton State College, when one considers the following map of Vermont Adult Basic Education. This map, passed out at the February meeting of the Southwest Superintendents' Association meeting by Lloyd Kelley, Director of Continuing Education for the State Department of Education, shows the four existing adult basic education learning centers. The area of the state planned for the establishment of the next learning center will be in the Rutland County region.

It is important that discussion between the State Department of Education and Castleton State College takes place so that the college can be involved in the provision of adult education services for this area.

Vermont Adult Basic Education


GRAND ISLE
FRANKLIN
ORLEANS
ESSEX
LAMOILLE
CHITTENDEN
WASHINGTON
CALEDONIA
ADDISON
ORANGE
RUTLAND
WINDSOR
BENNINGTON
WINDHAM
MASSACHUSETTS
1288
1,300
FY'78: 6
TUTOR
3198
1,181
FY 78: 8 TUTORS
1791
1097
FY '78: 7 TUTORS
1980
1740
846
3 TUTORS
At Stationers or direct from Publishers
THE NATIONAL SURVEY
CHESTER, VT.

GOAL: 10,000 STUDENTS IN FY '85

BOLD #'S REPRESENT THE PERCENT OF THOSE 25 YRS. AND OLDER WITH LESS THAN 8 YRS. OF EDUCATION PROJECTED BY TOTAL POPULATION

TYPED #'S INDICATE STUDENTS SERVED I FY '78

✱ LEARNING CENTERS

FY '78, one area. Note need is greater than any other region; #'s served, less.

V. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

One of the major conclusions from this study was that the Vermont State Colleges Board of Trustees, the Governor's office, State legislators and the general public must be made aware of the uniqueness of Castleton State College in its role of providing higher education for the state and, in particular, for southern Vermont. Depending upon the degree to which these various interest groups and the public recognise this unique role for Castleton, thereby not requiring the same limits that are established for all members of the Vermont State Colleges system.

It is interesting to note what seems to be a lack of support for Castleton State College by either the governor or some other administrative organization that arranges the nine year priorities for capital outlay projected from 1979-1988 for the Vermont State Colleges. As the following table indicates, Castleton, with the greatest student population, is planned to receive the least of all the campus based State Colleges. There was in fact a conscious decision by some state agency to exclude Castleton's request for $3,340,300 to renovate or replace the present Woodruff classroom - administration building as requested in the college's capital requests.

TABLE 12

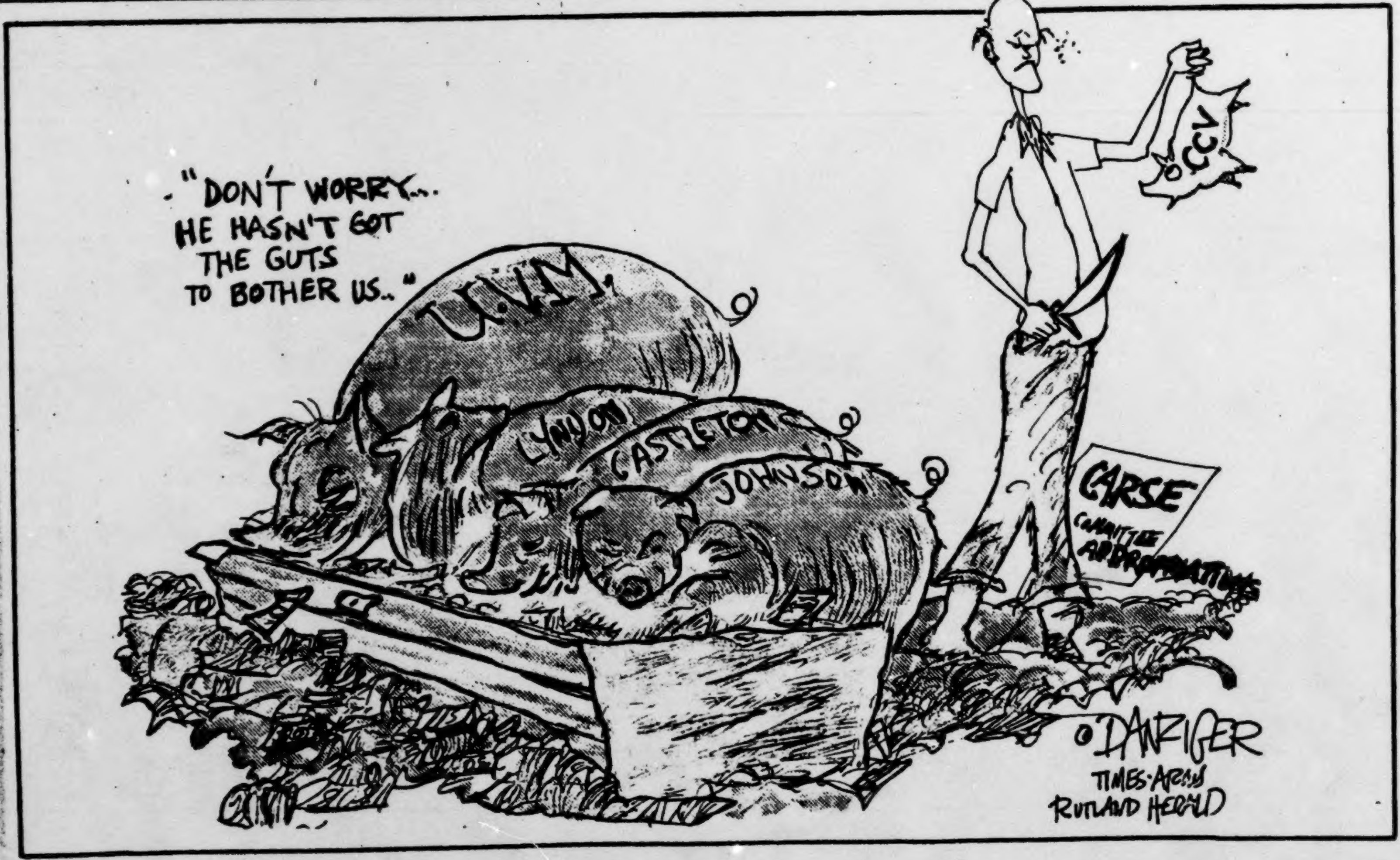
VERMONT STATE COLLEGES CAPITAL OUTLAY PROJECTED NEEDS BY CAMPUS FOR FISCAL YEARS 1979-1988

Institution	Student Population	Capital Outlay and Year	
Castleton State College	2,238	$1,397,800*	(1983) 9 2,297,800
Johnson State College	1,040	$1,509,600	(1984)
		840,100	(1986)
		$2,349,700	Total
Lyndon State College	1,196	$1,304,100	(1985)
		816,800	(1987)
		$2,120,900	Total
Vermont Technical	702	$ 907,600	(1985)
		1,859,400	(1988)
		$2,767,000	Total

* Although not included in the document, State Of Vermont Policy Statement on Capital Debt, February 1978, Castleton State College did receive funds ($900,000), for the addition to its library during the 1978 fiscal year.

The Sunday Rutland Herald and The Sunday Times Argus *March 11, 1979*

OPINION


"DON'T WORRY... HE HASN'T GOT THE GUTS TO BOTHER US.."
U.V.M.
LYNDON
CASTLETON
JOHNSON
CCV
CARSE
COMMITTEE
APPROPRIATIONS
©DANZIGER
TIMES·ARGUS
RUTLAND HERALD

One of the major shortcomings of Castleton's Long Range Plan was that it did not provide for any method to implement its missions in terms of the political/community process. Thus, what was needed was an agreed upon system of political and public relations that would develop support for the institution's short and long range goals.

Another conclusion of this study, in spite of what short term decisions are for higher educational services in southern Vermont, because of demographic factors and geographical location alone, not considering the political process and historical precedent, Castleton State College will on a long term basis, possibly by the year 1990, be the primary institution providing higher educational services for southern Vermont. The manner and structure by which Castleton will be able to provide these services will depend upon many of the short term decisions that will be made in the next twenty years. The only possible deterrent to this would be if the University of Vermont were to greatly expand and increase their southern Vermont outreach service programs. This possibility is very unlikely since the University would have to establish centers in the area at considerably increased expenditures that would make such an effort almost prohibitive. Although it would require an increased expense to Castleton (approximately $25,000 to $35,000), the expansion to meet these service needs because of location and existing operations would cost significantly less than it would if provided by the University of Vermont.

After an extensive discussion of how Castleton State College should plan to deliver its services to the southern part of the state, the several members of the administrative council briefly discussed the coordination of these services with other providers within the state. One major question raised was what the territory each of the higher educational institutions would service? It was then suggested that the State College system should designate the service area for each of the colleges. This decision, in fact, could be made by a delegate of the chancellor or by the individual campus administration. Once the area of service for each institution is determined, each college would assume the responsibility for servicing that area and coordinating services with the private institutions within the region also providing services. One of the most important elements of the service delivery plan will be an assessment of services needed in the designated area.

The State College system's central office after consulting with each of the colleges, should coordinate service efforts with the University of Vermont. The goal should not only be coordination, but complementary services for the state. However, the plan for delivery of higher educational services concludes "however, failing that, our (Castleton's) lower costs and closer community relations should be used as a basis for requesting a legislative mandate."[68]

One of the more interesting developments that has recently taken place nationally regarding institutional spheres of influence has been the lowering of tuition rates between the higher educational institutions along the border of Iowa and Nebraska. The fact that Council Bluffs, Iowa with a population of 580,000 is right across the border from the University of Nebraska at Omaha which has a 15,000 student population and is at least 125 miles away from the nearest Iowa State University, has developed a working agreement to provide Iowa students with a reduced rate of $37 per credit making them only $9.50 more than the cost for instate tuition credit. It is important to note that it is not just altruism that has encouraged Nebraska to lower the tuition rate but rather the fact that the numbers of Iowans have dropped from 100 freshen in 1970 to only 28 freshmen in 1975. The administration at Nebraska estimates that if 535 Iowa students attend the University of Omaha the institution will break even with the reduced tuition. Numbers of Iowa students beyond that figure will actually create a profit for the institution.[69]

Although this option presented an intriguing possibility to extend the concept of spheres of influence in southern Vermont to include the areas near Keene State College, Keene, New Hampshire, as impacting the Brattleboro, Vermont area and North Adams State College, North Adams, Massachusetts, as influencing the Bennington region, it was not considered in detail because of the political ramifications of any efforts in that direction. There is no question that ideally this alternative should be considered in the near future, but it would seem that some agreement on coordination of services within the state of Vermont would be the first step before attempting to develop any inter-state agreements for higher educational services.

There was unanimous agreement among all individuals interviewed that they could not foresee any agency, committee or organization, including the Vermont Higher Educational Planning Commission, successfully coordinating the services and programs of state higher educational institutions in the near future. Therefore, it was proposed that Castleton continue to support state-wide coordinating efforts and continue to cooperate with all involved institutions, but since the reality of the situation was that these efforts would not be successful, Castleton State College should implement a political management model. This, in fact, was very briefly suggested at the end of the service delivery plan.[70] Inference can be made that if state-wide coordination fails, Castleton, because it is unique in terms of demography, geography, programs, etc. should establish a strong community relations program that will provide the basis for a political process that will end in a legislative mandate from the Vermont General Assembly for Castleton's delivery of services and programs to southern Vermont.

Warren Bennis, president of the University of Cincinnati, in his book, The Unconscious Conspiracy: Why Leaders Can't Lead, summarizes many of the top administrators' dilemma when facing the political variables confronting all leadership people today. The president in most organizational structures today is often frustrated and confounded by a new element of politics and conflict that develops as a result of the interaction of various pressure groups, newspapers, laws, governmental regulations, courts, unions, etc.. The problem is how the leadership deals with the politics of maintaining the organization's "inner-directed-ness" and controls the constant conflict and change within and out side of the institution. All too often presidents do not want to admit the need for and becoming involved in the "politicking" process necessary for the solution of their institutional problems. A recent example of this avoidance situation was,

> when the Director of the New York Health Corporation resigned, he declared, "I already see indications of the corporation and its cause being made a political football in the current campaign. I'm not a politician, I do not wish to become involved in the political issues here." And yet, in a previous article, he had said that he found himself "at the center of a series of ferocious struggles for money, power, and jobs among the combatants, political leaders, labor leaders, minority groups, medical militants, medical-school deans, doctors and nurses, and many of his own administrative subordinates." The corporation he headed has an $800 million budget and is responsible for capital construction of more than $1 billion; it employs 40,000 people, including 7,500 doctors and almost 15,000 nurses and nurse's aides. It embraces 19 hospitals with 15,000 beds and numerous outpatient clinics and emergency rooms that treat 2,000,000 New Yorkers a year. And he's surprised that he's into politics - and doesn't like it![71]

Almost all problems involving institutional power today: finances, construction, hiring, firing, etc., become interwoven in the political process. Therefore leadership needs to accept the fact that all decisions dealing with these areas of power automatically become political.

All administrative leadership,and especially the president,needs to develop a personal attitude in dealing with conflict, and needs to work at establishing a pattern within and outside of the educational institution that will deal with the politics of conflict in a systematic and logical way. If leadership is at ease personally with the quality of political conflict, and has provided a means for the institution to deal with it, the administration will find that it can be extremely helpful in winning needed political and community support for various educational programs.

A great deal of recent research has been done in terms of a political management model that addresses itself to the conflict within educational systems and their influencing environment.

One theoretical basis for the political model is the conflict management concept. Some of the fundamental elements of this conflict management scheme are as follows:

1. Social systems tend to fragment into interest groups with their own specific objectives.

2. The study of the interaction of these various interest groups and how they win advantages over others becomes important.
3. Since interest groups tend to cluster around differing values, the study of these conflicting interests is also important.
4. Since the social system is fragmented by differing values into conflicting interest groups, the study of change which results from these conflicts becomes paramount in importance.[72]

The following page represents a modified diagram of Baldridge's political management model.

MODIFIED POLITICAL-MANAGEMENT MODEL 73

TWO PRONGED INFLUENCE OF ADMINISTRATION AND FACULTY BROUGHT TO BEAR ON POLITICAL PROCESS AND PUBLIC IMAGE

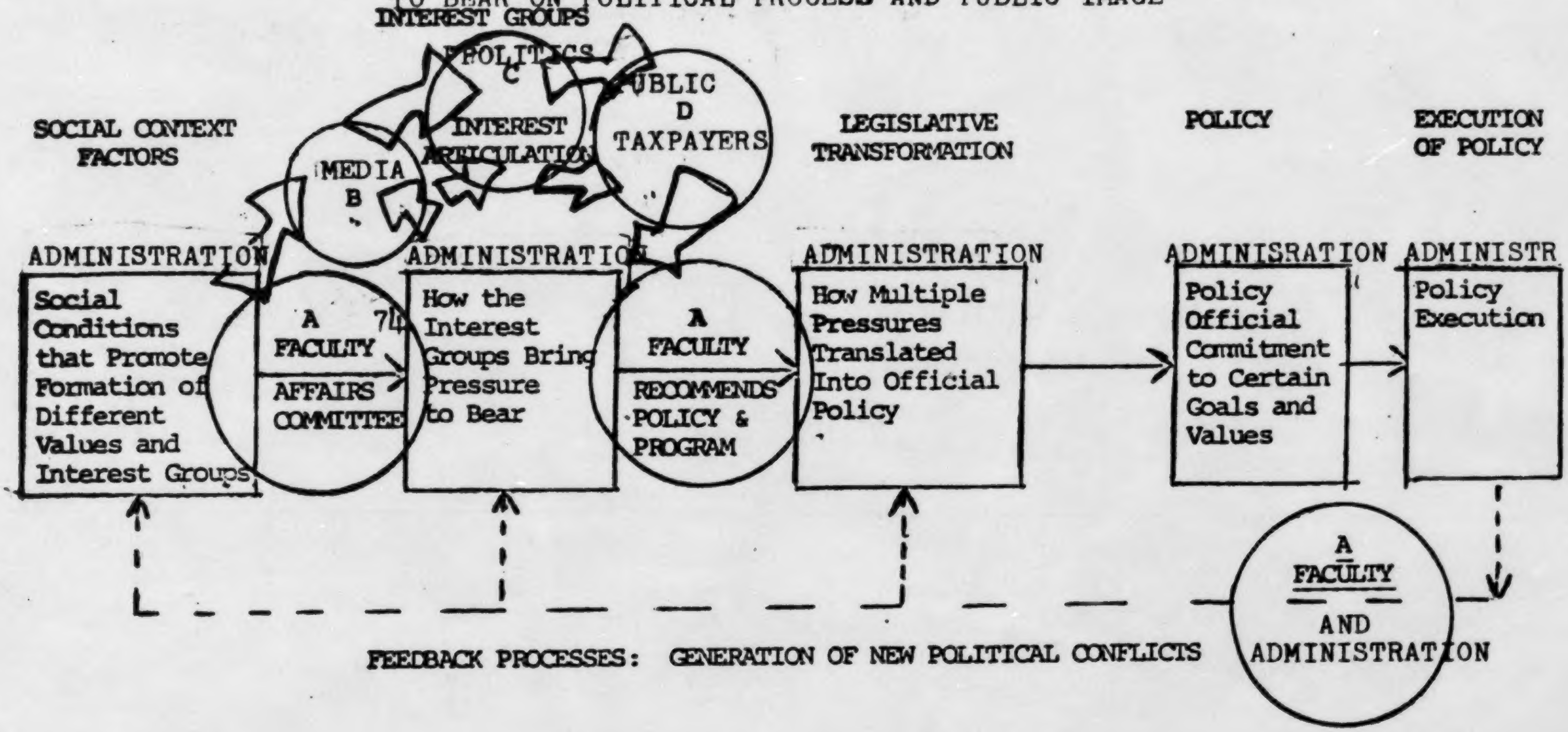

INTEREST GROUPS
POLITICS
C
PUBLIC
D
TAXPAYERS
INTEREST
ARTICULATION
MEDIA
B
SOCIAL CONTEXT FACTORS
LEGISLATIVE TRANSFORMATION
POLICY
EXECUTION OF POLICY
ADMINISTRATION
Social Conditions that Promote Formation of Different Values and Interest Groups
A 74
FACULTY
AFFAIRS COMMITTEE
ADMINISTRATION
How the Interest Groups Bring Pressure to Bear
A
FACULTY
RECOMMENDS POLICY & PROGRAM
ADMINISTRATION
How Multiple Pressures Translated Into Official Policy
ADMINISRATION
Policy Official Commitment to Certain Goals and Values
ADMINISTR
Policy Execution
A
FACULTY
AND
ADMINISTRATION
FEEDBACK PROCESSES: GENERATION OF NEW POLITICAL CONFLICTS

FIGURE 2

The key for any future educational leader will depend upon the individual's ability to deal with new and complex political environments, while providing new directions and objectives for the institution. The leader should perceive his primary role as that of a conceptualist whose major function is to develop the purposes of the organization. If he is to have the time and energy to put into these areas he will have to develop an administrative team which will be composed of competent second-level management capable and willing to make decisions on their own.[75]

The following are some of the leadership skills that Bennis believes future educational leaders will need.

1. Introspection- They will have to know themselves and their impact on the system.
2. Decision making- They will have to evolve solutions to problems through compromise, etc.. Many of these decisions will depend upon how they perceive themselves.
3. Resource allocations- Because of the continued financial problems they will need to constantly force themselves to establish priorities of allocations.
4. Conflict resolution- They will need to have the ability to deal with conflict and personal stress. This will best take place when a structure for dealing with the conflict is in place before it occurs.
5. Ability to deal with people in the system- Since there are so many interest groups, an individual's ability to work with people under him, with dignity, will be very helpful.
6. Information processing- Because of the constantly increasing data base, the future leader will have to develop a method that will analyze the data and disseminate it efficiently to appropriate people within the institution.

7. Intuition- They will have to be able to calculate the time and conditions that taking a risk becomes a positive factor for major change for the institution.

8. Peer skills- Because conditions will become more complex and a greater number of variables will be involved in all future decisions, the leader of the future, will have to develop a network of peer contacks who have knowledge or experience with different kinds of problems and will be willing to help in their solution.[76]

There are several options that are open to a restructuring of the legal basis of Castleton State College. The founding legislation (See Babkground and Significance, page 4.) required that all public higher educational institutions in Vermont, other than the University of Vermont, automatically become a member of the Vermont State College system. Therefore, if Castleton State College were to withdraw membership or attempt to change the structure of the State College system it would either have to give up its status as a public higher educational institution or change the existing statute. It would seem, if the decision to modify the present status of Castleton is concluded, some change in the existing establishing legislation would be necessary. Even if Castleton remained as a member of the State College system, with its own board of trustees, the present statute which does not provide for individual college boards of trustees would have to be changed.

The first step in the recommendations of the study was to accept the philosophical base that it was necessary for Castleton State College, because of the various societal problems presented in this paper, to implement, not exclusively, but with primary importance, the political management model.

The next step was for the administrative leadership and faculty to commence a two pronged approach; first through an increased effort and awareness on the part of all individuals to improve the public's image of the college by a total public relations effort, and secondly, through a strong and active political effort at all levels of government to influence governmental agencies making decisions regarding Castleton State College.

The following were specific suggestions regarding the implementation of a public relations program and a political process for the college.

1. Hire a full time public relations person. This individual should not necessarly be the typical public relations person. It might very well be a faculty member or administrator released from duties for a two or three year leave. In the case of Castleton State College, the poor public image leads to many of the societal problems it is facing. By changing the public image there should be an impact on the political problems, student enrollment, and profile, outreach programs and financial problems.

2. It might be appropriate as part of the public relations role description that includes some responsibilities for coordinating various aspects of the political activities on the campus.

3. Released time and leaves for faculty and administration serving on state level committees and in state level positions.

4. Encourage all faculty and administration to actively become involved in the political process.

5. Encourage them to run for local office: school board, selectmen, etc..

6. Encourage them to run for county and/or state offices.

7. Encourage them to serve on town, county, and state Democratic and Republican Committees.

8. Encourage them to actively support candidates in campaigns at all state levels for both political parties.

9. Encourage them to become involved in panel discussions and debates of candidates (especially on issues of higher education).

10. Encourage them to host periodic meetings and get-togethers for the southern county legislative delegations.

The following chart of statistics is indicative of many of the problems that have occurred within the Vermont State Colleges system and Castleton State College from 1961 to 1978.

VERMONT STATE COLLEGES 1978-1979 FACT BOOK*

COLLEGE INFORMATION: Listed below is basis information about each college:

	CASTLETON		JOHNSON		LYNDON	
Founded	1787		1828		1911	
Campus Size	130 Acres		500 Acres		175 Acres	
Enrolled Students	2,238		1,040		1,196	
Housing Capacity	580		524		489	
Financial Aid Recipients	70%		73%		79%	
Full-Time Employees	154		147		144	
Plant Investment:		Plan for Future Construction $2,297,800		Plan for Future Constructio $2,349,700		Plan Futur Cons $2,12
Land and Site Improvement	$ 885,000		$ 1,095,000		914,000	
Buildings	8,570,000		11,452,000		11,356,000	
Equipment	2,239,000		2,190,000		1,884,000	
TOTAL	$ 11,694,000	Per Student Cost $1,971 FTE	$ 14,737,000	Per Student Cost $4,695 FTE	$ 14,154,000	Per S Cost $3,22
Student Tuition & Fee Revenue	$ 1,580,787		$ 1,247,075		$ 1,528,000	
TOTAL EXPENDITURES AND TRANSFERS	$ 4,411,901	$2,975	$ 4,883,147	$5,390	$ 3,860,815	$3,55

FULL-TIME HEADCOUNT ENROLLMENT BY COUNTY OF RESIDENCE

COUNTY	CSC.: IN-STATE / OUT-OF	CASTLETON	JSC.: IN / OUT	JOHNSON	LSC: IN / OUT	LYNDON	POPUL OF COUNT
Addison	1,125 / 358	107	608 / 298	24	485 / 530	24	24,26
Bennington		165		16		9	29,28
Caledonia	1,483	7	906	11	1015	149	22,73
Chittenden	TOTAL	136	TOTAL	98	TOTAL	30	99,13
Essex	HEAD COUNT	4	HEAD COUNT	7	HEAD COUNT	15	5,41
Franklin		50		73		14	31,28
Grand Isle		4		2		3	3,57
Lamoille		11		84		3	13,30
Orange		41		17		21	17,67
Orleans		36		45		45	20,15
Rutland		868		21		23	52,63
Washington		58		87		33	47,65
Windham		63		15		32	33,47
Windsor		186		23		32	44,08
Graduate Student Enrollment		407	OUTREACH	72	PROGRAMS	58	
Continuing Education Enrollment		348		62		128	

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* Prepared by the VSC Central Office, Waterbury, Vermont.

** Vermont 1979 Yearbook. It should be noted CSC's student enrollment is that of a higher educational institution with a statewide nature. Of the Vermont counties, Castleton [illegible] the largest number of students in eight of the fourteen counties including the largest one, Chittenden.

The first and most obvious difference between the three four year state colleges was that by 1978 Castleton had more students enrolled than both Lyndon and Johnson combined. This occurred despite the constant efforts of various central office administrators and state-wide officials who conceptually supported the 196[illegible] concept of Provost Babcock's three Swarthmores that was intended to develop three small liberal arts colleges, approximately equal in size, faculty, budget and facilities. The Vermont State Colleges 1978-1979 Fact Book produced by the Chancellor's office shows the evidence that these officials did, in fact, keep the three institutions approximately equal in terms of housing capacity, full-time employees, financial aid recipients and total expenditures and transfers. One area that represents the greatest inequity of the last seventeen years can be found in the total plant investment. The fact that both Lyndon and Johnson have almost three million more dollars each in their total plant investment [illegible] notes a considerable discrepancy that had occurred over several years, especially in light of the student enrollment differences which were consistently evident, at least from the early 1970's. Many of the differences in total general plant improvement can be found in the capital building construction, which has so frequently been decisive in an institution's growth, when it was evident that Castleton in this vital area of building investment has been appropriated almost three million dollars less than either Lyndon or Johnson. Despite the errors of the past it would seem that some state officials, responsible for the Governor's proposed ten year construction plan, have compounded the existing problem by planning to build ~~building~~ fairly equally on all three campuses for the next ten years.*

When one considers the similarities in funds made available for each of the institutions and the large differences in student population it was not surprising to find the following considerable differences in per student cost: Castleton $1,971 $2,975, Johnson $4,695 $5,390 and Lyndon $3,228 $3,555 (Head count). (FTE) This difference becomes especially significant to the Vermont taxpayer when the per student cost was analyzed in terms of the following numbers of in-state and out-of-state students at the three colleges: Castleton 1,125 in-state students and 358 out-of-state students, Johnson 688 in-state students and 298 out-of-state students, Lyndon 485 in-state students and 530 out-of-state students. With the large proportion of out-of-state students at Lyndon and Johnson, with tuition charges of $670 for Vermont residents and $1,050 for non-residents in 1978, it was evident that the Vermont taxpayer has been providing a considerable subsisidy for a higher education for many non-residents.

It was also evident from the great differences between institutions that Castleton through its outreach programs in graduate studies and continuing education were providing extensive higher educational services not being provided at the other two institutions. The breakdown of student enrollment by county also showed this statewide nature of Castleton since in the fourteen counties, it has had the largest student enrollment from eight of the counties, including all southern counties, but also including the largest northern county of Chittenden.

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*It should be noted that Castleton's $2,297,000 includes approximately $900,000 already used in the construction of its library addition.

In conclusion, the Fact Book of 1978-1979 showed that despite the many efforts to control Castleton's growth and development to that of approximately the same rate and extent of its two northern neighbors has not proven successful to Castleton's statewide efforts to provide quality higher education to the Vermont taxpayers and to the inefficient growth pattern of all three colleges. It has been said time and again over the last seventeen years but needs to be repeated that Castleton State College and the southern Vermont region it serves, is unique in geography, population, and academic program and therefore should be allowed and encouraged to grow the meet the higher educational needs of southern Vermont much as the University of Vermont does in the northern section of the state. This should be done within the controlled and measured guidelines established by the Vermont State Colleges Board of Trustees and in close cooperation with the University of Vermont and with the other higher educational institutions within the Vermont State Colleges system.

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APPENDIX B

ORAL INTERVIEW QUESTIONS

The following are some of the questions that were asked during the oral interviews. The intent of the questions were to simply stimulate the discussion of the topic of societal factors influencing the growth and development of Castleton State College and in notway were meant to be a limiting or comprehensive review of the topic.

1. What do you see as the two or three major social problems that will influence the growth and development of Castleton State College in the future?

2. How do you define the Castleton State College community and what geographical area would you include in its service area?

3. How do you see the profile of the Castleton State College student and how do you see it influencing Castleton's growth and development?

4. How do you envision Castleton State College in the year 1990 in terms of the kind of institution it will be and the services it will be providing to the community?

5. What additional question pertaining to societal factors influencing Castleton's growth and development would you ask and how would you answer it?

6. What has been the political process used to achieve the missions and goals of Castleton State College?

7. What are your thoughts and reactions to the present funding formula of the Vermont State Colleges and do you think it will be changed in the near future?

The following interviews included on pages 111 – 117 have been excluded at the request of the interviewees.

APPENDIX C : Mr. Leonard Johnson

APPENDIX D : Dr. Holman Jordan

APPENDIX E : Mr. Kevin Coveney

APPENDIX F

CASTLETON STATE COLLEGE
Castleton, Vermont

TO: Faculty, Students, Staff, Alumni and Administration

FROM: Bill Jordan, Assistant to the President

SUBJ: Results of the Institutional Goals Inventory

DATE: March 23, 1977

The Computer print-out and the Summary Data Report came about a week ago. Since that time it has been pored over in an attempt to write a brief and rational narrative of the important results. A copy of the Summary Data Report will be placed in the college library where it will be available for any of you to study. It contains a wealth of information. The attached narrative is an attempt to extract the information that is most important.

The inventory is an instrument designed to be appropriate for all colleges and universities. Therefore some of the questions are not particularly appropriate for CSC. You received 103 questions. Among the standard questions there were fifty-two that related to thirteen educational output goal areas and twenty-eight in seven educational process goal areas. In addition, there were ten standard miscellaneous questions and eighteen which we developed that dealt with matters being discussed at Castleton.

On the recommendation of the Assembly's Academic Planning Coordinating Committee and the Assembly, the Inventory was undertaken. It was decided that those to be included would be all faculty, all administration, all staff, all trustees and the Chancellor, and a sample of alumni and students. The alumni sample numbered 150 and consisted of every twenty-fifth person on a print-out by class. The student sample also numbered 150 and was picked from a print-out by class, in proportion to the size of each of the four classes. A total of 475 inventory booklets were distrubted.

The narrative is attached. APCC will study the report and arrange for discussions. Please remember that this data is not definitive. It does not automatically give us college goal statements. At least it identifies some areas of concern that we should discuss.

Bill Kuehn and Curt Bartol and the members of the Academic Planning Coordinating Committee must be acknowledged for their help with the design of the project and analysis of the results.

SUMMARY OF THE INSTITUTIONAL GOALS STATEMENTS FOR CSC

I. Respondents and Returns

Of the 475 booklets sent out, only 190 were returned in time to be sent to Princeton for tabulation after a week's delay to allow the late ones to arrive. The rate of return was somewhat disappointing except for faculty, whose rate of return was 75%. At this point in our planning, despite returns, it is important that we did make a genuine effort to allow all groups in the CSC community to express their views on the college and its future.

The respondents were broken down into five groups -- trustees, students, faculty and administration, alumni, and staff. Results were tabulated for the combined groups and for each individual group. Unfortunately nearly a third of the respondents did not identify themselves with a group and only figure in the totals. (All of the steps to guarantee confidentiality, as previously outlined, were followed.) The respondents otherwise included a couple of trustees, small percentage of students, alumni and staff and three-fourths of faculty and administration.

In addition to the above there are other respondent characteristics which influenced the results.

a. Among faculty respondents there was a full range of ranks, most were full time, and all discipline areas were well represented.
b. Among student respondents those majoring in business and education predominated and no majors in the humanities area were included. Upper class students responded better than freshmen. The vast majority of students were full time.
c. A majority of the alumni respondents were graduates of Castleton State College (since 1961).

With the purpose of IGI in mind, to give us an opportunity to confidentially express our concerns about what CSC is and what it should be, the report does validly show a concensus that certain things should change and areas where there are differences of opinion and aspiration which should be discussed.

II. Results

A. 1. **Freedom** - the rights of faculty and students in the classroom, politically and in life style. (Process Goal)
2. **Academic Development** - the acquisition of general and specialized knowledge, preparation for advanced study and high intellectual standards. (Outcome Goal)
3. **Community** - faculty commitment to the institution, open and candid communication, airing differences and mutual trust and respect. (Process Goal)
4. **Democratic Governance** - Decentralized decision-making, participation and responsiveness to concern. (Process Goal)

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When considering what Castleton should be, all respondents identified the following four goal areas as highly important:

1. Community (see #3 above)
2. Intellectual orientation. Attitude toward learning, familiarity research and problem solving, ability to synthesize capacity for self-directed learning and commitment to life-long learning. (Outcome Goal)
3. Individual Personal Development. Student identification of goals and achieving them and the enhancement of self-worth and self-confidence (Outcome Goal)
4. Intellectual/Aesthetic Environment. Rich program of cultural events, students free time involvement culturally and intellectually, easy interaction (informal) faculty and students and an intellectually, exciting college. (Process Goal)

B. The Summary next examined each of the goal areas by the respondent groups. The following was apparent:

1. When faculty and student responses for the goals were plotted, it was obvious that they see the College in much the same way as it is and as it should be. The only real areas of difference were Advanced Training, Research and Off-campus Learning. In each of these areas students thought they should be more important than faculty. They were the only areas of significant difference. (Advanced Training is basically the availability of postgraduate education. Research is contract studies for outside agencies, basic research in the social and natural sciences and seeking to extend the frontiers of knowledge. Off-campus Learning is travel and other activities, inter-campus cooperation, degrees for supervised study off campus and degrees based on examination.)
2. When Alumni and staff responses for the goals were plotted, they too were obviously very similar both for what Castleton is and what it should be. There were no differences as great as the three areas mentioned for faculty and students.

C. The Summary also indicated those specific statements (within the goal areas) where there was significant agreement on high importance and need for discussion because of significant discrepancies between the "is and should be" rankings. They are -

1. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...
2. to help students identify their own personal goals and develop means of achieving them...
3. to instill in students a life-long commitment to learning...

D. The Summary also indicated seven other specific areas that respondents agreed were of high importance. In rank order they are:

1. to maintain a climate of mutual trust and respect among students, faculty, and administrators...
2. to perform contract research for government, business, or industry...
3. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...
4. to maintain a climate in which communication throughout the organizational structure is open and candid...
5. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...
6. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...
7. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

E. The Summary also indicated seven other specific areas of greatestdifference between the "is" perception and "should be". In rank order they are:

1. to create an institution known widely as an intellectually exciting and stimulating place...
2. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...
3. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...
4. to hold students throughout the institution to high standards of intellectual performance...
5. to increase the desire and ability of students to undertake self-directed learning...
6. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...
7. to develop students' ability to synthesize knowledge from a variety of sources...

F. Among the local statements two were clearly identified as areas of agreement on needed improvement. The were:

1. To establish and maintain an effective library resources-center to serve the whole instructional program of the college.
2. To guarantee that students who graduate possess communication skills.

In addition the group placed great importance on:

1. To charge a tuition which does not keep potential students out.
2. To achieve uniformly high quality in all offerings of the college regardless of time, place and students involved.